

ED 024 617

SP 001 731

Preparing Teachers of Disadvantaged Children: A Survey of Characteristics of Elementary Teacher Education Programs in Texas and Louisiana.

Southwest Educational Development Corp., Austin, Tex.

Spons Agency- Louisiana State Dept. of Education, Baton Rouge.; National NDEA Inst. for Advanced Study in Teaching Disadvantaged Youth, Washington, D.C.; Texas Education Agency, Austin.

Pub Date 68

Note- 212p.

EDRS Price MF-\$1.00 HC-\$10.70

Descriptors- Cognitive Development, *Disadvantaged Youth, Early Childhood Education, Educational Needs,

*Ethnic Groups, Inservice Programs, Institute Type Courses, Instructional Improvement, Instructional Materials, Poverty Programs, Preservice Education, Professional Training, Program Descriptions, Sampling,

*School Surveys, Special Programs, Summer Programs, *Teacher Aides, *Teacher Education, Workshops

Identifiers- AACTE, American Association of Colleges for Teacher Education, Louisiana, National NDEA Institute for Advanced Study, Southwest Educational Development Laboratory, Texas

The Southwest Educational Development Laboratory (SEDL), with support from The American Association of Colleges for Teacher Education through its Inter-Institutional Program Development Project, has prepared this report as phase 2 of a three-phase project designed to improve the educational approach to disadvantaged children. This report reveals the findings of three surveys--(1) of public schools, (2) of colleges and universities, and (3) of teacher education institutions--to determine the nature and extent of programs, in Texas and Louisiana, which deal with the education of disadvantaged children. The scope and limitations, the instruments used, statistical analyses of the findings, conclusions, and implications of each survey are included. Appended are SEDL meeting programs plus extensive lists of participating school districts; survey respondents; required and available courses, seminars, workshops, and inservice programs in teaching the disadvantaged; research projects related to teaching the disadvantaged; teaching materials to be used with disadvantaged children; followup studies of teacher preparation programs; Upward-Bound programs; institutions providing recruitment, role definition, and preparation of paraprofessionals; masters' theses and doctoral dissertations concerned with educating the disadvantaged; and institutions having or planning early childhood education programs. (SG)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

**PREPARING TEACHERS OF
DISADVANTAGED CHILDREN**

A Survey of Characteristics of Elementary Teacher Education
Programs in Texas and Louisiana

Conducted by
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
With support from
The Inter-Institutional Program Development Project
of the
American Association of Colleges for Teacher Education

Published by
Southwest Educational Development Laboratory
through the support and cooperation of
the Texas Education Agency
and the Louisiana State Department of Education

EDD 24617

SP001731

© Copyright 1968
Southwest Educational Development Laboratory
Austin, Texas

"PERMISSION TO REPRODUCE THIS
COPYRIGHTED MATERIAL HAS BEEN GRANTED
BY Southwest Educational
Development Laboratory
TO ERIC AND ORGANIZATIONS OPERATING
UNDER AGREEMENTS WITH THE U.S. OFFICE OF
EDUCATION. FURTHER REPRODUCTION OUTSIDE
THE ERIC SYSTEM REQUIRES PERMISSION OF
THE COPYRIGHT OWNER."

Contents

	Page
Preface	i
Foreword	iii
Introduction	1
Focus of Program	5
Public Schools	5
Colleges and Universities	7
Procedures Employed	11
Part I: Public School Survey	15
Instrument Development	17
Sampling Technique	19
Data Collection Procedure	19
Statistical Analyses	22
Presentation and Discussion of Data	22
Selected References	78
Part II: College and University Survey	79
Introduction	81
Results	83
Part III: Teacher Education Survey	103
Introduction	105
Results	105

	Page
Part IV: Summary, Conclusions and Implications	113
Summary and Conclusions: Public School Survey	115
Summary and Conclusions: College and	
University Survey	119
Summary and Conclusions: Teacher	
Education Survey	123
Implications for Research and Practice	125
Public School Survey	125
College and University Survey	130
Teacher Education Survey	133
Appendices	135

Preface

The Southwest Educational Development Laboratory, with support from the American Association of Colleges for Teacher Education through its Inter-Institutional Program Development Project, has made possible the research information reported in PREPARING TEACHERS OF DISADVANTAGED CHILDREN, A Survey of Characteristics of Elementary Teacher Education Programs in Texas and Louisiana.

The Texas Education Agency and the Louisiana State Department of Education provided vital support in the gathering of the information and have funded the publication of the results of the survey and further dissemination activities related to the study.

The Inter-Institutional Program Development Project, one of four projects in the National NDEA Institute for Advanced Study for Teaching Disadvantaged Youth, involved 22 cooperating institutions, one of which was the Laboratory. The Institute is managed and operated by the American Association of Colleges for Teacher Education and is supported by the U. S. Office of Education under Title XI of the National Defense Education Act. ✓

The Association's grant to the Laboratory of \$12,000 was to promote the general aims of the project: "The development of teachers and the improvement of programs in colleges and universities which will prepare the teachers which will staff the schools of the future." Results of the Laboratory's survey are expected to encourage colleges and universities to develop programs for students preparing to teach the disadvantaged in Texas and Louisiana.

From the outset, a three-phase project has been envisioned. The first

phase encompasses this comprehensive study of professional and paraprofessional personnel who work with the disadvantaged, and preservice and inservice staff development programs. The second phase focuses on dissemination of findings through conferences, seminars, and other media, including this report, and a condensed version designed for wider distribution. The third phase involves the design of prototype preservice and inservice staff development programs with initial emphasis on inservice staff development.

It is hoped that this research report will help educators identify the program needs and help them to develop solutions to the many problems in the education of the disadvantaged. A most significant outcome would be action at policy-making levels on the recommendations derived from the research.

Funds from the Inter-Institutional Program Development Project supported the first phase. Grants from the Louisiana State Department of Education and the Texas Education Agency support the second phase. Funds will be sought from other sources for the third phase: design of experimental programs applying the findings of the research.

This report points the way to improvements possible now and in the near future as well as to long range programs needed in the preparing of teachers of the disadvantaged. Time, money, and inventive leadership are needed to accomplish these improvements.

Edwin Hindsman
Executive Director
Southwest Educational
Development Laboratory

Foreword

Considerable poverty, with its accompanying educational deficiencies, exists in the states of Texas and Louisiana. The Office of Economic Opportunity ranks Texas first in the nation in numbers of impoverished people.

The 1960 Census produced additional data. Nearly one-third (29 percent) of Texas families and more than one-third (35 percent) of the Louisiana families had family incomes of less than \$3,000. The Census also showed that 650,000 Texas children and 300,000 Louisiana children between the ages of 5 and 17 were members of these families. Should income alone be the criterion, approximately 1,000,000 disadvantaged children resided in the two-state area in 1960.

Statistics on educational attainment further reveal the dimensions of deficiency. Among individuals in Texas more than 25 years of age, the median level of education was 10.4 years, in Louisiana 8.8 years. Anglo-Americans in Texas and Louisiana had median levels of education of 10.8 and 10.5 respectively; Negro Americans, 8.1 and 6.0. The most serious educational deficiencies for these groups existed in rural farm areas where the median educational levels of Negro Americans in Texas and Louisiana were 6.8 and 4.0 respectively.

The Mexican Americans of Texas identified in the Census by Spanish surname comprise another large minority group. In 1960 approximately 400,000 Mexican American children were enrolled in Texas schools. The median educational level in this ethnic group for individuals more than 14 years of age was 6 years.

Fifty percent of the family heads had less than 5 years of formal education and 50 percent of the families had incomes less than \$3,000.

The educational picture is further complicated by the fact that only about half of the employed individuals in both states worked regularly throughout the year in 1960. Further, 500,000 (15 percent) of all the children in Texas and 250,000 (19 percent) of all the children in Louisiana were not living with both parents.

Educators now agree that children of poverty and limited opportunity require unique programs and specially prepared teachers. Also there is growing concern that the newest school curricula are stressing instructional strategies in direct contrast to the cognitive styles preferred by many youngsters from deprived backgrounds. Abstract learnings and emphasis on divergent thinking and intangible rewards are foreign to most disadvantaged children. It appears that current developments in education may lead to even more failure and frustration for both teachers and children unless teacher preparation appropriate for disadvantaged youngsters is identified and established in our public schools and teacher preparation institutions.

To avoid the risk of inadvertently omitting important contributors, we hereby express our gratitude to the many individuals who helped plan and implement this study by listing the participating groups and organizations: the staff and liaison representatives of the Southwest Educational Development Laboratory; the National Institute for the Preparation of Teachers of Disadvantaged Children; the Texas Education Agency; the Texas Office of Economic Opportunity; the Louisiana State Department of Education; the participating

administrators, teachers, and other respondents of public schools, colleges and universities in Texas and Louisiana.

The Project Staff

September 1967

Project Staff

Dr. Joe L. Frost, Director
Dr. Jo Nell James, Assistant Director
Dr. Yvonne Lofthouse
Dr. Earl McCallon
Dr. Daniel Price
Miss Marnee Moore

Introduction

Considerable evidence suggests that education is failing to meet the needs of disadvantaged children. Reasons for this failure are varied: shortage of qualified teachers; lack of sufficient knowledge about the values, attitudes, and mores of the disadvantaged; insufficient information concerning how and what to teach. Educators are aware of these limitations of public school and teacher preparation institutions, and many are making efforts to strengthen their programs.

One major objective of this study is to determine the nature and extent of efforts in colleges, universities, and public schools to help elementary teachers and prospective elementary teachers deal with the problems of educating disadvantaged children.

The major premise of this Project has been that disadvantaged children have attributes, characteristics, and problems peculiar to them because of their economic, social and educational backgrounds. It follows that programs should reflect awareness of these differences: elementary school programs designed to deal with the problems of educating the disadvantaged and programs designed to educate teachers for the elementary school. Data-collecting instruments were designed to determine whether the knowledge gleaned from research of unique characteristics of disadvantaged children has been incorporated into pre-service and inservice education programs for teachers and into programs designed for disadvantaged children in elementary schools. The term "disadvantaged" refers to those children who, by consensus, are academically and/or "culturally different" because of low income and socially different background.

Objectives and procedures of the Project might be clarified by discussion of some attributes and problems that research has indicated are characteristic of the disadvantaged. Impoverished living conditions, especially during infancy and early childhood, often result in visual and auditory deficiencies as well as motor habits peculiar to the environment in which disadvantaged children live and function.

For example, in a recent study (1966) under the auspices of the Child Development Evaluation-Research Center, University of Texas, Charles M. Spellman hypothesized a relationship between stimulus preference and learning or cognitive style. Using the dimensions of color, form, and size, significant differences in preferences emerged for sex and ethnicity. The data-collecting instruments for the Project for Teachers of Disadvantaged Children were designed, then, to elicit information as to whether colleges, universities, and elementary schools are incorporating such knowledge into programs which prepare teachers to deal with the problems of educating disadvantaged children.

A mass of research data has indicated a close relationship among style of communication, cognitive style, social and psychological growth, and school achievement. For example, the disadvantaged child usually enters school with a cognitive style ill-suited for academic learning (Frost and Hawkes, 1966). Usually he is not accustomed to intellectual exchanges between himself and adults but rather deals mentally with the concrete and those activities which have immediate and tangible reward (Bloom, Davis, and Hess, 1965). What are colleges, universities, and schools doing to capitalize on such information?

One technique designed to alleviate the growing, critical shortage of qualified teachers has been the use of paraprofessionals or teacher aides. Little or no information is available on their effect. The data-collecting instruments therefore, have been designed to yield information about effectiveness, problems of training, and use of teacher aides in educating the disadvantaged.

Recognition of the preschool years as the optimum learning period, the success of Project Headstart, and continuing supportive research lead to the conclusion that the status and future of teacher education for early childhood education should be explored. Appropriate queries to obtain such data have been included in the survey.

For purposes of clarity this report is divided into three sections corresponding with the three parts of the survey. Part I: Public School Survey, Part II: College and University Survey, and Part III: Teacher Education Survey. Conclusions and implications for all three parts are presented in Part IV.

Focus of Program

Public School Phase

Problem: Today's educational system is not adequately meeting the needs of disadvantaged children.

Objectives:

- I. To determine on the basis of perceptions of school personnel (principals and teachers) the scope, nature, and effectiveness of inservice programs with regard to the problems of educating disadvantaged children.
- II. To identify unique and promising elements of these programs.
- III. To develop guidelines for future programming.

Questions to be Answered:

- I. The School
What are the characteristics of the school (size, facilities)?
- II. Programs for Disadvantaged Children
 - A. What program practices, specifically for disadvantaged children, are being conducted?
 - B. What do school personnel view as the most important program objectives?
 - C. What specific program practices do school personnel view as most successful?
- III. The School Inservice Program
 - A. The Scope of the Program
 1. What percentage of the schools in the survey has inservice

programs devoted to problems of educating the disadvantaged?

2. Of these schools, what percentage of the inservice programs is devoted to the education of the disadvantaged?
3. What percentage of the school personnel is involved in the inservice programs devoted in part to the problems of educating the disadvantaged?

B. Nature of the Inservice Program

1. Who is sponsoring the inservice program (e.g., college, public school)?
2. What types of inservice programs are being provided (e.g., workshop, conference)?
3. What resource people are being used?

C. Inservice Program Effectiveness

1. In the judgment of school personnel, which types of inservice programs are most effective?
2. In the judgment of school personnel, which particular aspects of the inservice programs are most effective?

D. Evaluation of Inservice Programs

1. What criteria are considered most important by school personnel for judging the success of inservice programs?
2. Which evaluation practices are most important in judging the success of inservice programs?

IV. Selection of Professional Staff

What criteria are used for selecting staff members who work with the disadvantaged?

V. Utilization of Paraprofessionals

- A. Are the schools employing paraprofessionals to work with

disadvantaged children; if so, to what extent?

B. What are the duties and functions performed by paraprofessionals in working with the disadvantaged?

C. In the opinions of school personnel, how successful are paraprofessionals in working with disadvantaged children?

VI. Areas of Need

What do school personnel view as areas of greatest need in teaching disadvantaged children?

College and University Phase

Problem: Today's educational system is not adequately meeting the needs of disadvantaged children.

Objectives:

- I. To determine, according to the perceptions of college and university personnel, the scope, nature, and effectiveness of preservice and graduate programs for teachers of disadvantaged children.
- II. To identify unique and promising elements of these programs.
- III. To develop guidelines for future programming.

Questions to be Answered:

I. The Institution

What are the characteristics of the school (e.g., size)?

II. The Program for Training Teachers of Disadvantaged Children

A. Scope of the Program

1. What percentage of the teacher education institutions has undergraduate programs devoted to the education of

teachers for disadvantaged children?

2. What percentage of the institutions offers specific courses, workshops, or seminars devoted to the education of teachers for disadvantaged children?
3. What percentage of the institutions engages in research on problems relevant to teaching disadvantaged youth?
4. What percentage of the institutions has developed curricula materials for teachers of disadvantaged children?

B. Nature of the Program

1. What are the identifying characteristics of programs for teachers of disadvantaged children?
2. What are the identifying characteristics of specific courses, workshops, and seminars?
3. What are the identifying characteristics of research projects completed or in progress?
4. What is the nature of curricula materials developed?

C. Student Training

1. What percentage (of student teachers) teaches in schools eligible for Title I funds (for disadvantaged children)?
2. What aspects of the student-teaching programs are specifically geared to problems attendant to teaching disadvantaged children?
3. In the judgment of teacher education personnel, which of these aspects are most important in producing teacher effectiveness?
4. In the judgment of teacher education personnel, which criteria and evaluation practices are most important in judging program effectiveness?

D. Staff Development

1. What percentage of the institutions makes special provisions to improve competencies of the professional staff in educating teachers of disadvantaged children?
2. What are the identifying characteristics of these provisions?
3. What is the extent and nature of cooperative activity between teacher-education institutions and public schools toward improving the education of prospective teachers?
4. What types of collaboration do college and university personnel believe are needed?

E. Paraprofessions (Teacher Aides)

1. To what degree are teacher education institutions recruiting and training paraprofessionals?
2. What is the role of paraprofessionals in educating disadvantaged children?

F. Graduate-Level Teacher Education

What are the extent and nature of graduate-level training of teachers for work with disadvantaged children?

G. Early Childhood Education

What are the extent and nature of training programs designed to prepare nursery and/or kindergarten teachers to work with disadvantaged children?

H. Effectiveness of the Program

1. In the judgement of school personnel, which particular aspects of the preservice and graduate training of teachers are most effective?
2. In the judgment of school personnel, which criteria and

evaluation practices are most important for judging the effectiveness of program elements?

I. Program Recommendations

What recommendations do college and university personnel suggest for improving the education of teachers who work with the disadvantaged?

Procedures Employed

In order to carry out the objectives set forth for the study, appropriate Staff and Steering Committee members were selected. The Staff personnel consisted of the following:

- (1) Dr. Joe L. Frost, Director
Department of Curriculum and Instruction
The University of Texas
- (2) Dr. Jo Nell James, Assistant Director
Department of Educational Psychology
The University of Texas
- (3) Dr. Earl McCallon
Department of Education
North Texas State University
- (4) Dr. Yvonne Lofthouse
Department of Curriculum and Instruction
The University of Texas
- (5) Dr. Daniel Price
Department of Sociology
The University of Texas

The following were members of the Steering Committee:

Texas Steering Committee Members

- (1) Dr. Earl Lewis
Prairie View A&M
Prairie View, Texas
- (2) Mr. Joe Parks, Assistant Superintendent
Corpus Christi Schools
Corpus Christi, Texas
- (3) Dr. John Lash
Texas Southern University
Houston, Texas
- (4) Mr. Nick Garza, Principal
J. T. Brackenridge Elementary School
1214 Guadalupe Street
San Antonio, Texas

- (5) Dr. James Wright
Sul Ross State College
Alpine, Texas
- (6) Mr. Rogers Barton
Southwest Educational Development Laboratory
Austin, Texas
- (7) Dr. Milo Kearney, Director
Office of Certification
Texas Education Agency
Austin, Texas
- (8) Mr. R. E. Slayton, Director
Office of Compensatory Education
Texas Education Agency
Austin, Texas

Louisiana Steering Committee Members

- (1) Dr. Glenn Hontz
Tulane University
New Orleans, Louisiana
- (2) Dr. Berton Gremillion
Director of Bureau of Research
Louisiana State University
Baton Rouge, Louisiana
- (3) Mr. Murray Jones
East Baton Rouge Public Schools
P. O. Box 2950
Baton Rouge, Louisiana

Several Staff meetings were followed by a Staff-Steering Committee meeting on February 5, 1967, at Texas Southern University. Following a statement by Dr. Edwin Hindsman concerning the roles and purposes of the Southwest Educational Development Laboratory, the staff members presented the proposed aims and procedures of the Project for Teachers of Disadvantaged Youth. The members of the Steering Committee responded to the presentation with a number of valuable comments and suggestions that were incorporated into the development of instruments and procedures. The meeting was concluded with reports on two compensatory education projects being conducted at Texas Southern University. These reports yielded considerable exchange of ideas designed to facilitate the completion of the Project's objectives. (See Appendix 1)

The Project for Teachers of Disadvantaged Children also sponsored a winter conference for Title I Summer Institute Directors on February 21, 1967. The conference provided a sharing period for the discussion of summer institute practices, problems, and evaluations. A number of recommendations for assisting teachers who work with disadvantaged children was made. For example, one recommendation stated that more emphasis should be placed on instructional techniques appropriate for the disadvantaged child. Also included on the agenda was a discussion centered around the question - "What is needed for an ideal inservice program for teachers of disadvantaged children?" The ideas expressed were assimilated into the development of instruments and procedures for this study. (See Appendix 2)

Part I

Public School Survey

Part I

Public School Survey

Instrument Development

Two forms of A Survey of Programs for the Disadvantaged in the Public Elementary Schools (Appendix 3) were designed to yield information on the questions set forth earlier regarding the public school phase of the Project. These preliminary forms were examined by the Staff and Steering Committees for content validity, appropriateness, and comprehensiveness. The revised forms were then submitted to four additional persons who have had extensive experience in developing questionnaires and in working with public school personnel.

Both forms of the public school instrument were then printed with an explanatory letter and an attractive cover. In order to facilitate cooperation by the respondents and data processing, both instruments contain six-point classified rating systems (Horrocks, 1964, pp. 574-575). That is, school personnel were merely required to circle one alternative for each item. For example:

"Below are some suggested criteria for judging success of programs for the disadvantaged. Please respond to the items below on the basis of how important you consider each one in judging the success of your program. Circle the appropriate number on the following basis:

1. Extremely important
2. Very important
3. Quite important
4. Moderately important

5. Not very important

6. Completely unimportant

a. Disadvantaged children's academic achievement

1 2 3 4 5 6

b. Motivation to learn

1 2 3 4 5 6

etc.

Forms A and B of the public school instrument are identical except that the principal's form (B) contains two additional sections. Principals only were asked to provide information of a demographic nature about the school and information concerning the criteria used for selecting staff members. Form A was completed by teachers.

Form A of A Survey of Programs for the Disadvantaged in the Public Elementary Schools was composed of the following sections:

- I. Programs for Disadvantaged Youth,
- II. Inservice Programs,
- III. Paraprofessionals (Teacher Aides), and
- IV. Areas of Need.

Form B of the Survey included the following divisions:

- I. Programs for Disadvantaged Youth,
- II. Inservice Programs,
- III. Paraprofessionals (Teacher Aides),
- IV. Areas of Need,
- V. General Information, and
- VI. Selection of Staff.

Sampling Technique

A two-step process was involved in selecting the schools for study. First, a sample of 220 school districts receiving ESEA Title I funds were identified by the Texas Education Agency. The sample of 220 Texas school districts was stratified with regard to both geographic area and size of the school district. Of this sample, 211 school districts were identified as having submitted Title I proposals for the 1966-67 school year. Subsequently, "target" elementary schools were identified. (Appendix 4)

Through the use of a table of random numbers, 35 schools were designated for study. In addition, using the above procedures, 15 alternate schools were designated. When the distribution was examined for geographic stratification, it was found to be acceptable for study. The above procedures were also employed in the selection of schools in Louisiana. A total of 8 schools were designated from Louisiana.

Data Collection Procedures

The SEDL Area Coordinators and the Project Staff met and discussed the procedures to be followed in gathering the data. The schools were divided among the Area Coordinators and the staff. Each appropriate school district superintendent and principal was contacted and a date set for school personnel to fill out the questionnaires. In each case, an Area Coordinator or staff member was present to explain directions and answer questions when he administered the questionnaires. The questionnaires were collected by the Area Coordinator, or staff member, and mailed to the Project Director.

As the data arrived, each questionnaire was given a code number designating the following information:

1. School's identification number,
2. Respondent's identification number (within each school),
3. Respondent's position (i.e., principal, teacher, etc.), and
4. Grade or grades taught by respondent.

Table 1

**Number of Respondents to Survey
Classified by State and Position**

	Texas	Louisiana	Total
Principals	38*	8	46
Teachers	652	141	793
Subtotal	690	149	839

***This figure includes three assistant principals**

The original code number and responses for each questionnaire were then punched onto IBM cards. The questionnaires were filed to protect the privacy of the individual respondents.

All Texas Schools (35) and all Louisiana schools (8) designated for the sample responded to the questionnaires (100% return). The number of individual respondents from Texas and Louisiana may be seen in Table 1.

Statistical Analyses

After administering the two forms of the Survey, certain analyses were attempted so that the responses by the subjects could be interpreted. For purposes of this report we have dealt primarily with percentage information, appropriate for our audience and goals.

Presentation and Discussion of Data

Principals only responded to Part V (General Information) and Part VI (Selection of Staff) of the survey. Since the responses from these sections are helpful in interpreting other portions of the survey they will be presented first. General information about the schools surveyed is compiled in Table 2.

The schools surveyed were predominately six year elementary schools. One was a seven year school and seven were eight year schools. The total enrollment range was quite broad with five schools reporting less than 99 pupils and twelve schools or 26 percent reporting more than 700 enrollees.

Table 2

Responses Made by Principals to

Part V: General Information

Item No.	Description of Item	Alternatives	No.	%
1	Grades taught in your school (circle the highest grade):	No response K 1 2 3 4 5 6 7 8	2 0 0 0 0 1 4 31 1 7	4 0 0 0 0 2 9 67 2 15
2	Total number of pupils in school:*	No response 1 less than 99 2 100-299 3 300-399 4 500-599 5 600-699 6 More than 700	2 5 10 6 5 6 12	4 11 22 13 11 13 26
3	Approximate percentage of pupils in school who are disadvantaged (as defined in the cover sheet):	No response 1 less than 9% 2 10-29% 3 30-49% 4 50-69% 5 70-89% 6 More than 90%	1 4 8 10 11 8 4	2 9 17 22 24 17 9

Table 2

Item No.	Description of Item	Alternatives	No.	%
4.	Total number of teachers in school:	No response 1 Less than 9 2 10-19 3 20-29 4 30-39 5 40-49 6 More than 50	1 7 17 11 5 5 0	2 15 37 24 11 11 0
5	Total number of female teachers in school:	No response 1 Less than 9 2 10-19 3 20-29 4 30-39 5 40-49 6 More than 50	1 12 17 10 4 2 0	2 26 37 22 9 4 0
6	Total number of male teachers in school:	No response 1 Less than 9 2 10-19 3 20-29 4 30-39 5 40-49 6 More than 50	1 42 3 0 0 0 0	2 91 7 0 0 0 0
7	Number of Special Education teachers in school:	No response 1 Less than 3 2 3-5 3 6-8 4 9-11 5 12-14 6 More than 14	9 34 1 2 0 0 0	18 74 2 4 0 0 0

Table 2

Item No.	Description	Alternatives	No.	%
8	Number of Visiting Teachers (social workers) who work with your school:	No response 1 less than 3 2 3-5 3 6-8 4 9-11 5 12-14 6 More than 14	2 43 1 0 0 0 0	4 93 2 0 0 0 0
9	Number of school psychologists who work with your school:	No response 1 less than 3 2 3-5 3 6-8 4 9-11 5 12-14 6 More than 14	4 42 0 0 0 0 0	9 91 0 0 0 0 0
10	Number of counselors in school:	No response 1 less than 3 2 3-5 3 6-8 4 9-11 5 12-14 6 More than 14	3 43 0 0 0 0 0	7 93 0 0 0 0 0
11	Number of nurses who work with your school:	No response 1 less than 3 2 3-5 3 6-8 4 9-11 5 12-14 6 More than 14	2 42 2 0 0 0 0	4 91 4 0 0 0 0

Table 2

Item No.	Description of Item	Alternatives	No.	%
12	Number of Instructional Supervisors who work with your school:	No response 1 less than 3 2 3-5 3 6-8 4 9-11 5 12-14 6 More than 14	1 30 10 4 1 0 0	2 65 22 9 2 0 0
13	Number of Paraprofessionals (teacher aides) in school:			
	a. College students:	No response 1 less than 10 2 10-19 3 20-29 4 30-39 5 40-49 6 More than 50	14 30 1 1 0 0 0	30 65 2 2 0 0 0
	b. College degree-holders without a teaching certificate:	No response 1 less than 10 2 10-19 3 20-29 4 30-39 5 40-49 6 More than 50	13 32 1 0 0 0 0	28 70 2 0 0 0 0
	c. Parents from the same economic and social group as the disadvantaged:	No response 1 less than 10 2 10-19 3 20-29 4 30-39 5 40-49 6 More than 50	13 31 1 1 0 0 0	28 67 2 2 0 0 0

Table 2

Item No.	Description of Item	Alternatives	No.	%
d. Adults with one or more years of college but no degree:				
		No response	11	24
		1 less than 10	34	74
		2 10-19	1	2
		3 20-29	0	0
		4 30-39	0	0
		5 40-49	0	0
		6 More than 50	0	0
e. High school graduates:				
		No response	12	26
		1 less than 10	32	70
		2 10-19	1	2
		3 20-29	1	2
		4 30-39	0	0
		5 40-49	0	0
		6 More than 50	0	0

Table 3

Responses Made by Principals to

Part VI: Selection of Staff

Item No.	Description of Item	Alternatives	No.	%
1	The teachers and staff who work with disadvantaged are selected by a different set of criteria than other teachers and staff:	No response 1 Very frequently 2 Frequently 3 Fairly often 4 Occasionally 5 Rarely 6 Never	9 2 9 5 5 7 9	19 4 20 11 11 15 20
2	Respond to each of the items on the basis of how important you consider it when selecting personnel to work with disadvantaged:			
	a. Sex	No response 1 Extremely important 2 Very important 3 Moderately important 4 Not very important 5 Quite unimportant 6 Completely unimportant	2 4 8 16 5 5 6	4 9 17 35 11 11 13
	b. Age	No response 1 Extremely important 2 Very important 3 Moderately important 4 Not very important 5 Quite unimportant 6 Completely unimportant	1 4 16 17 4 2 2	2 9 35 37 9 4 4

Table 3

Item No.	Description of Item	Alternatives	No.	%
c. Marital Status				
	No response		1	2
1	Extremely important		4	8
2	Very important		11	24
3	Moderately important		12	26
4	Not very important		11	24
5	Quite unimportant		3	7
6	Completely unimportant		4	9
d. Race				
	No response		1	2
1	Extremely important		3	7
2	Very important		9	20
3	Moderately important		11	24
4	Not very important		10	22
5	Quite unimportant		4	9
6	Completely unimportant		8	17
e. Education				
	No response		1	2
1	Extremely important		25	54
2	Very important		17	37
3	Moderately important		3	7
4	Not very important		0	0
5	Quite unimportant		0	0
6	Completely unimportant		0	0
f. Grade Point Average				
	No response		1	2
1	Extremely important		2	4
2	Very important		6	13
3	Moderately important		20	43
4	Not very important		10	22
5	Quite unimportant		3	7
6	Completely unimportant		4	9

Table 3

Item No.	Description of Item	Alternatives	No.	%
g.	Experience in teaching	No response	1	2
		1 Extremely important	12	26
		2 Very important	14	30
		3 Moderately important	15	33
		4 Not very important	3	7
		5 Quite unimportant	0	0
		6 Completely unimportant	1	2
h.	Subject matter competency	No response	1	2
		1 Extremely important	13	28
		2 Very important	19	41
		3 Moderately important	9	20
		4 Not very important	3	7
		5 Quite unimportant	0	0
		6 Completely unimportant	1	2
i.	Interest in disadvantaged	No response	1	2
		1 Extremely important	40	87
		2 Very important	5	11
		3 Moderately important	0	0
		4 Not very important	0	0
		5 Quite unimportant	0	0
		6 Completely unimportant	0	0
j.	Familiarity with the social and psychological make-up of the disadvantaged	No response	0	0
		1 Extremely important	30	65
		2 Very important	10	22
		3 Moderately important	4	9
		4 Not very important	0	0
		5 Quite unimportant	1	2
		6 Completely unimportant	1	2

The school principals' responses indicated a high proportion of disadvantaged children as would be expected for Title I schools. More than half the schools had between 10 and 29 teachers employed. The relatively high proportion of female teachers is accentuated by the fact that 91 percent of the schools reported fewer than nine (the lowest alternative offered) male teachers.

The schools also are lacking in special education teachers. Less than three were reported for 74 percent of the schools involved. Only three schools reported more than three. Similarly, other special personnel are in short supply. With few exceptions, principals reported less than three (the smallest alternative on the survey) visiting teachers (social workers), school psychologists, counselors, and nurses working with their schools. Instructional supervision appears to be in a better position with 33 percent (15) of the schools having more than three actively working. Apparently teacher aides are not heavily utilized at the present time.

Selecting Teachers for the Disadvantaged

Part VI, also filled out by principals only, contains items relevant to selecting teachers for the disadvantaged. Table 3 contains the tabulation for responses made by the principals to these items.

A great deal of divergence is noted in the pattern of selecting teachers who work with disadvantaged children. While 24 percent (11) of the principals frequently or very frequently use a different set of criteria for such selection, 35 percent (16) rarely or never do so. This suggests that many do not feel that teaching the disadvantaged requires special skills. Most (61 percent)

of the principals indicated that sex is moderately to extremely important in selecting personnel to work with the disadvantaged and an even larger percentage (81 percent) noted that age is moderately to extremely important.

The question of marital status was assigned varying ranks from completely unimportant to extremely important. The relevancy of race as a criteria for selecting teachers followed a similar pattern. About half attached moderately to extremely important ratings and about half attached not very important to completely unimportant ratings. It appears that the question of race in the selection of teachers is still very much an issue.

The respondents apparently distinguish between education and grade point average. There was no disagreement; education is important in the selection of teachers but 60 percent (28) of the principals regarded grade point average as moderately important to extremely important and 38 percent (17) regarded grade point average as not very important to completely unimportant. It would be interesting, indeed, to further examine the principal's criteria for "education."

Experience in teaching, subject matter competency, interest in the disadvantaged and familiarity with the social and psychological make-up of the disadvantaged were all rated important by the principals. Interest in the disadvantaged was given highest priority with 87 percent (40) indicating this criteria as extremely important. This response suggests that attention be directed toward the development of techniques for building and assessing interest in the disadvantaged.

Both teachers and principals responded to Parts I, II, III, and IV of the survey. Table 4 lists results from both groups. The number of respondents and the percentage of the total group replying to each alternative are noted for teachers and for principals. The percentage information tabulated for the two groups suggests general agreement between teachers and principals on the various items. Extensive statistical comparisons are not presented in this document. Our intent here is to present the data, according to the nature of our original questions, in a fashion appropriate for an audience with extremely varied backgrounds.

Program Objectives for the Disadvantaged

Item I relates to programs for disadvantaged children. Initially (Item I, 1) respondents were asked to check a series of items regarding suggested objectives for programs for the disadvantaged on the basis of importance. The suggested objectives were gleaned from a wide variety of resources, primarily studies reported in professional journals.

With very few exceptions both teachers and principals ranked all items (e.g., improve motivation to learn) in the moderately important to extremely important range. It appears that almost universal agreement exists about general objectives for programs for the disadvantaged, if the results of this survey and the professional literature represent valid educational sampling.

Table 4

Responses made by Teachers and Principals
to All Items of the Survey

Item No.	Description of Item	Alternatives	Teachers		Principals	
			No.	%	No.	%
I, 1	Below are some suggested objectives for programs for the disadvantaged. Please respond to each item on the basis of how important you consider it.					
	a. Develop and utilize materials, curricula, school organizations and teaching techniques suitable for the needs of the disadvantaged child:	0 No response	8	1	0	0
		1 Extremely important	485	61	29	63
		2 Very important	221	28	12	26
		3 Moderately important	63	8	2	4
		4 Not very important	10	1	3	7
		5 Quite unimportant	2	0	0	0
		6 Completely unimportant	4	0	0	0
	b. Improve the disadvantaged child's motivation to learn:	0 No response	14	1	0	0
		1 Extremely important	529	67	34	74
		2 Very important	213	27	10	22
		3 Moderately important	22	3	2	4
		4 Not very important	2	0	0	0
		5 Quite unimportant	8	1	0	0
		6 Completely unimportant	5	1	0	0
	c. Broaden the disadvantaged child's cultural and experiential background:	0 No response	5	1	0	0
		1 Extremely important	446	56	23	50
		2 Very important	249	31	16	35
		3 Moderately important	68	9	7	15
		4 Not very important	10	1	0	0
		5 Quite unimportant	5	1	0	0
		6 Completely unimportant	10	1	0	0

Table 4

Item No.	Description of Item	Alternatives	Teachers		Principals	
			No.	%	No.	%
d.	Increase the school's effectiveness in identification and treatment of physical problems of disadvantaged child:	0 No response	13	2	0	0
		1 Extremely important	324	41	18	39
		2 Very important	303	38	16	35
		3 Moderately important	115	15	10	22
		4 Not very important	20	3	2	4
		5 Quite unimportant	8	1	0	0
		6 Completely unimportant	10	1	0	0
e.	Increase the school's effectiveness in identification and treatment of psychological problems of the disadvantaged child:	0 No response	10	1	1	2
		1 Extremely important	397	50	18	39
		2 Very important	282	36	16	35
		3 Moderately important	75	9	9	20
		4 Not very important	10	3	2	4
		5 Quite unimportant	5	1	0	0
		6 Completely unimportant	14	2	0	0
f.	Increase the school's effectiveness in identification and treatment of environmental problems of the disadvantaged child:	0 No response	15	2	1	2
		1 Extremely important	299	38	14	30
		2 Very important	276	35	17	37
		3 Moderately important	157	20	9	20
		4 Not very important	23	3	4	9
		5 Quite unimportant	8	1	1	2
		6 Completely unimportant	15	2	0	0
g.	Improve understanding among home, school, and community:	0 No response	12	2	1	2
		1 Extremely important	425	54	25	54
		2 Very important	247	31	12	26
		3 Moderately important	86	11	8	17
		4 Not very important	10	1	0	0
		5 Quite unimportant	4	1	0	0
		6 Completely unimportant	9	1	0	0

Table 4

Item No.	Description of Item	Alternatives	Teachers		Principals	
			No.	%	No.	%
h.	Increase the disadvantaged parents' involvement in the education of their children:	0 No response	12	2	0	0
		1 Extremely important	389	49	21	46
		2 Very important	268	34	15	33
		3 Moderately important	102	13	9	20
		4 Not very important	9	1	0	0
		5 Quite unimportant	7	1	1	2
		6 Completely unimportant	6	1	0	0
i.	Reduce the number of school dropouts among disadvantaged youth:	0 No response	15	2	0	0
		1 Extremely important	461	58	25	54
		2 Very important	248	31	14	30
		3 Moderately important	47	6	5	11
		4 Not very important	9	1	2	4
		5 Quite unimportant	6	1	0	0
		6 Completely unimportant	7	1	0	0
j.	Provide the disadvantaged child with opportunities for success in school:	0 No response	13	2	0	0
		1 Extremely important	515	65	25	54
		2 Very important	219	28	19	41
		3 Moderately important	29	4	1	2
		4 Not very important	3	0	1	2
		5 Quite unimportant	4	1	0	0
		6 Completely unimportant	10	1	0	0
k.	Identify and evaluate the particular educational needs of the disadvantaged child:	0 No response	5	1	0	0
		1 Extremely important	372	47	20	43
		2 Very important	328	41	19	41
		3 Moderately important	66	8	4	9
		4 Not very important	9	1	2	4
		5 Quite unimportant	3	0	1	2
		6 Completely unimportant	10	1	0	0

Table 4

Item No.	Description of Item	Alternatives	Teachers		Principals	
			No.	%	No.	%
l.	Improve the overall scholastic performance of the disadvantaged child	0 No response	13	2	0	0
		1 Extremely important	288	36	15	33
		2 Very important	332	42	20	43
		3 Moderately important	130	16	11	24
		4 Not very important	16	2	0	0
		5 Quite unimportant	6	1	0	0
		6 Completely unimportant	8	1	0	0
m.	Break the poverty cycle by preparing disadvantaged youth to become self-sustaining, contributing members of American Society:	0 No response	19	2	0	0
		1 Extremely important	481	61	28	61
		2 Very important	215	27	11	24
		3 Moderately important	55	7	5	11
		4 Not very important	14	2	2	4
		5 Quite unimportant	3	1	0	0
		6 Completely unimportant	6	1	0	0
n.	Improve professional understanding and acceptance of the disadvantaged child's characteristics, culture, and true educational potential:	0 No response	15	2	0	0
		1 Extremely important	333	42	20	43
		2 Very important	326	41	19	41
		3 Moderately important	85	11	5	11
		4 Not very important	16	2	2	4
		5 Quite unimportant	11	1	0	0
		6 Completely unimportant	7	1	0	0
o.	Increase the disadvantaged child's facility with the English language:	0 No response	15	2	1	2
		1 Extremely important	427	54	22	48
		2 Very important	236	30	13	28
		3 Moderately important	86	11	8	17
		4 Not very important	10	1	2	4
		5 Quite unimportant	7	1	0	0
		6 Completely unimportant	12	2	0	0

Table 4

Item No.	Description of Item	Alternatives	Teachers		Principals	
			No.	%	No.	%
p.	Raise the level of aspiration of the disadvantaged child:	0 No response	25	3	1	2
		1 Extremely important	328	48	23	50
		2 Very important	290	37	18	39
		3 Moderately important	65	8	4	9
		4 Not very important	11	1	0	0
		5 Quite unimportant	10	1	0	0
		6 Completely unimportant	10	1	0	0
q.	Improve the self-concept or self-esteem of the disadvantaged child:	0 No response	15	2	0	0
		1 Extremely important	430	54	31	67
		2 Very important	256	32	12	26
		3 Moderately important	72	9	3	7
		4 Not very important	6	1	0	0
		5 Quite unimportant	7	1	0	0
		6 Completely unimportant	7	1	0	0
r.	Improve the disadvantaged child's social attitudes and behavior:	0 No response	11	1	1	2
		1 Extremely important	428	54	23	50
		2 Very important	265	33	14	30
		3 Moderately important	69	9	5	11
		4 Not very important	8	1	3	7
		5 Quite unimportant	3	0	0	0
		6 Completely unimportant	9	1	0	0
I, 2	Below are some suggested practices designed to help disadvantaged youth. Respond to each on the basis of how often it is used in your school.					
	a. Individual and small group counseling for parents:					
		0 No response	15	2	0	0
		1 Always - with rare exception	76	10	2	4
		2 Frequently	250	32	18	39
		3 About half the time	87	11	7	15
		4 Less often than not	86	11	8	17
		5 Very seldom	166	21	7	15
		6 Rarely or never	113	14	4	9

Table 4

Item No.	Description of Item	Alternatives	Teachers		Principals	
			No.	%	No.	%
b.	Extension of the school day:	0 No response	34	4	2	4
		1 Always - with rare exception	54	7	1	2
		2 Frequently	82	10	8	17
		3 About half the time	56	7	7	15
		4 Less often than not	46	6	4	9
		5 Very seldom	140	18	6	13
		6 Rarely or never	381	48	18	39
c.	Utilization of parents in varying capacities to assist the school:	0 No response	29	4	0	0
		1 Always - with rare exception	38	5	0	0
		2 Frequently	179	23	11	24
		3 About half the time	107	13	9	20
		4 Less often than not	97	12	13	28
		5 Very seldom	181	23	6	13
		6 Rarely or never	162	20	7	15
d.	Bussing, pairing schools, redistricting, or other methods to reduce racial imbalance:	0 No response	52	7	2	4
		1 Always - with rare exception	62	8	3	7
		2 Frequently	111	14	4	9
		3 About half the time	51	6	5	11
		4 Less often than not	41	5	4	9
		5 Very seldom	85	11	5	11
		6 Rarely or never	391	49	23	50
e.	Use of programmed materials:	0 No response	28	4	0	0
		1 Always - with rare exception	118	15	3	7
		2 Frequently	287	36	15	33
		3 About half the time	105	13	4	9
		4 Less often than not	66	8	8	17
		5 Very seldom	87	11	10	22
		6 Rarely or never	102	13	6	13

Table 4

Item No.	Description of Item	Alternatives	Teachers		Principals	
			No.	%	No.	%
f.	Professional inservice education:	0 No response	29	4	1	2
		1 Always - with rare exception	153	19	12	26
		2 Frequently	264	33	13	28
		3 About half the time	102	13	10	22
		4 Less often than not	63	8	4	9
		5 Very seldom	85	11	5	11
		6 Rarely or never	97	12	1	2
g.	Tutoring and small group instruction:	0 No response	22	3	0	0
		1 Always - with rare exception	128	16	11	24
		2 Frequently	228	29	18	39
		3 About half the time	96	12	8	17
		4 Less often than not	59	7	6	13
		5 Very seldom	112	14	2	4
		6 Rarely or never	148	19	1	2
h.	Remedial programs in basic skills and subjects:	0 No response	17	2	0	0
		1 Always - with rare exception	99	12	6	13
		2 Frequently	165	21	4	9
		3 About half the time	87	11	11	24
		4 Less often than not	55	7	11	24
		5 Very seldom	131	17	7	15
		6 Rarely or never	239	30	7	15
i.	Professional assistance to teacher by subject matter specialists:	0 No response	14	2	0	0
		1 Always - with rare exception	74	9	6	13
		2 Frequently	190	24	13	28
		3 About half the time	100	13	12	26
		4 Less often than not	90	11	6	13
		5 Very seldom	153	19	5	11
		6 Rarely or never	172	21	4	9

Table 4

Item No.	Description of Item	Alternatives	Teachers		Principals	
			No.	%	No.	%
j.	Programs of adult education for disadvantaged parents:	0 No response	17	2	0	0
		1 Always - with rare exception	117	15	5	11
		2 Frequently	175	22	8	17
		3 About half the time	53	7	3	7
		4 Less often than not	46	6	6	13
		5 Very seldom	90	11	7	15
		6 Rarely or never	295	37	17	37
k.	Development and use of community improvement centers (i.e., libraries, tutoring centers, etc.):	0 No response	22	3	1	2
		1 Always - with rare exception	110	14	4	9
		2 Frequently	173	22	9	20
		3 About half the time	89	11	7	15
		4 Less often than not	68	9	8	17
		5 Very seldom	122	15	6	13
		6 Rarely or never	209	26	11	24
l.	Remedial programs in reading and language:	0 No response	25	3	1	2
		1 Always - with rare exception	244	31	16	35
		2 Frequently	220	28	17	37
		3 About half the time	83	10	8	17
		4 Less often than not	40	5	2	4
		5 Very seldom	69	9	2	4
		6 Rarely or never	112	14	0	0
m.	Expanded use of audio-visual equipment:	0 No response	16	2	1	2
		1 Always - with rare exception	265	33	22	47
		2 Frequently	302	38	15	33
		3 About half the time	103	13	6	13
		4 Less often than not	53	7	2	4
		5 Very seldom	29	4	0	0
		6 Rarely or never	25	3	0	0

Table 4

Item No.	Description of Item	Alternatives	Teachers		Principals	
			No.	%	No.	%
n.	Increased visitation opportunities in the schools for parents:	0 No response	26	3	0	0
		1 Always - with rare exception	123	16	10	22
		2 Frequently	257	32	11	24
		3 About half the time	120	15	16	35
		4 Less often than not	83	10	4	9
		5 Very seldom	118	15	4	9
		6 Rarely or never	66	8	1	2
o.	Professional assistance to the teacher by consultants who are experienced with the disadvantaged:	0 No response	22	3	0	0
		1 Always - with rare exception	97	12	8	17
		2 Frequently	126	16	9	20
		3 About half the time	88	11	8	17
		4 Less often than not	91	11	3	7
		5 Very seldom	138	17	11	24
		6 Rarely or never	231	29	7	15
p.	Non-graded school organization:	0 No response	43	5	0	0
		1 Always - with rare exception	101	13	7	15
		2 Frequently	100	13	5	11
		3 About half the time	69	9	4	9
		4 Less often than not	46	6	2	4
		5 Very seldom	65	8	6	13
		6 Rarely or never	369	47	22	49
q.	Reduced class size:	0 No response	21	3	1	2
		1 Always - with rare exception	121	15	8	17
		2 Frequently	128	16	11	24
		3 About half the time	73	9	10	22
		4 Less often than not	85	11	6	13
		5 Very seldom	135	17	3	7
		6 Rarely or never	230	29	7	15

Table 4

Item No.	Description of Item	Alternatives	Teachers		Principals	
			No.	%	No.	%
r.	Summer programs for students:	0 No response	19	2	1	2
		1 Always - with rare exception	229	29	17	37
		2 Frequently	190	24	9	20
		3 About half the time	66	8	1	2
		4 Less often than not	43	5	2	4
		5 Very seldom	60	8	5	11
		6 Rarely or never	186	23	11	24
s.	Development and use of special education material, readers and other textbooks designed for and relevant to the lives and experiences of the disadvantaged:	0 No response	34	4	0	0
		1 Always - with rare exception	134	17	4	9
		2 Frequently	170	21	16	35
		3 About half the time	98	12	8	17
		4 Less often than not	65	8	6	13
		5 Very seldom	124	16	9	20
		6 Rarely or never	168	21	3	7
t.	Use of psychological personnel:	0 No response	30	4	0	0
		1 Always - with rare exception	73	9	4	9
		2 Frequently	130	16	17	37
		3 About half the time	88	11	3	7
		4 Less often than not	67	8	6	13
		5 Very seldom	126	16	7	15
		6 Rarely or never	279	35	9	20
u.	Use of various social workers:	0 No response	20	3	0	0
		1 Always - with rare exception	56	7	3	7
		2 Frequently	139	18	13	28
		3 About half the time	117	15	6	13
		4 Less often than not	76	10	6	13
		5 Very seldom	151	19	11	24
		6 Rarely or never	234	29	7	15

Table 4

Item No.	Description of Item	Alternatives	Teachers		Principals	
			No.	%	No.	%
v.	Use of various medical personnel:	0 No response	27	3	1	2
		1 Always - with rare exception	121	15	5	11
		2 Frequently	230	29	19	41
		3 About half the time	127	16	9	20
		4 Less often than not	77	10	3	7
		5 Very seldom	103	13	5	11
		6 Rarely or never	108	14	4	9
w.	Cultural activities and field trips:	0 No response	22	3	0	0
		1 Always - with rare exception	97	12	2	4
		2 Frequently	187	24	21	46
		3 About half the time	118	15	9	20
		4 Less often than not	93	12	8	17
		5 Very seldom	129	16	2	4
		6 Rarely or never	147	19	4	9
x.	Use of teacher aides in the school:	0 No response	23	3	0	0
		1 Always - with rare exception	221	28	14	30
		2 Frequently	178	22	6	13
		3 About half the time	57	7	7	15
		4 Less often than not	35	4	3	7
		5 Very seldom	39	5	4	9
		6 Rarely or never	240	30	12	26
y.	Bilingual teachers and instruction:	0 No response	26	3	2	4
		1 Always - with rare exception	80	10	2	4
		2 Frequently	93	12	3	7
		3 About half the time	56	7	1	2
		4 Less often than not	50	6	4	9
		5 Very seldom	80	10	5	11
		6 Rarely or never	408	51	29	63

Table 4

Item No.	Description of Item	Alternatives	Teachers		Principals	
			No.	%	No.	%
I, 3	Below are some suggested criteria for judging success of programs for the disadvantaged. Respond to each on the basis of how important you consider it in judging the success of your program.					
	a. Disadvantaged children's academic achievement:					
		0 No response	17	2	0	0
		1 Extremely important	227	29	6	13
		2 Very important	276	35	20	43
		3 Moderately important	220	28	17	37
		4 Not very important	36	5	1	2
		5 Quite unimportant	9	1	2	4
		6 Completely unimportant	8	1	0	0
	b. Motivation to learn:					
		0 No response	13	2	0	0
		1 Extremely important	480	61	22	48
		2 Very important	237	30	20	43
		3 Moderately important	50	6	4	9
		4 Not very important	7	1	0	0
		5 Quite unimportant	3	0	0	0
		6 Completely unimportant	3	0	0	0
	c. Physical health:					
		0 No response	15	2	0	0
		1 Extremely important	413	52	19	41
		2 Very important	268	34	22	48
		3 Moderately important	73	9	4	9
		4 Not very important	16	2	1	2
		5 Quite unimportant	3	0	0	0
		6 Completely unimportant	5	1	0	0

Table 4

Item No.	Description of Item	Alternatives	Teachers		Principals	
			No.	%	No.	%
d.	Understanding by school personnel of social and psychological factors which relate to the disadvantaged:	0 No response	18	2	0	0
		1 Extremely important	395	50	20	43
		2 Very important	258	33	22	48
		3 Moderately important	93	12	3	7
		4 Not very important	16	2	1	2
		5 Quite unimportant	6	1	0	0
		6 Completely unimportant	7	1	0	0
e.	Involvement in school activities by parents of disadvantaged:	0 No response	19	2	0	0
		1 Extremely important	188	24	9	20
		2 Very important	286	36	20	43
		3 Moderately important	186	23	9	20
		4 Not very important	59	7	4	9
		5 Quite unimportant	28	4	2	4
		6 Completely unimportant	27	3	2	4
f.	Level of aspiration of disadvantaged children:	0 No response	21	3	1	2
		1 Extremely important	291	37	16	35
		2 Very important	325	41	21	46
		3 Moderately important	109	14	7	15
		4 Not very important	26	3	1	2
		5 Quite unimportant	13	2	0	0
		6 Completely unimportant	8	1	0	0
g.	Self-concept of disadvantaged youth:	0 No response	21	3	0	0
		1 Extremely important	366	46	22	48
		2 Very important	289	36	17	37
		3 Moderately important	83	10	5	11
		4 Not very important	15	2	2	4
		5 Quite unimportant	12	2	0	0
		6 Completely unimportant	7	1	0	0

Table 4

Item No.	Description of Item	Alternatives	Teachers		Principals	
			No.	%	No.	%
h.	Degree of absenteeism among disadvantaged:	0 No response	22	3	0	0
		1 Extremely important	385	49	15	33
		2 Very important	272	34	24	52
		3 Moderately important	75	9	2	4
		4 Not very important	19	2	3	7
		5 Quite unimportant	13	2	2	4
		6 Completely unimportant	7	1	0	0
i.	Teaching styles and techniques developed especially for the disadvantaged:	0 No response	17	2	0	0
		1 Extremely important	390	49	21	46
		2 Very important	259	33	16	35
		3 Moderately important	89	11	9	20
		4 Not very important	19	2	0	0
		5 Quite unimportant	8	1	0	0
		6 Completely unimportant	11	1	0	0
C						
I, 4	Circle three letters below which correspond to the items above which you consider of greatest importance in judging the success of your program.					
a.	(First group of letters)	1 a			15	33
		2 b			21	46
		3 c			5	11
		4 d			3	7
		5 e			1	2
		6 f			0	0
		7 g			1	2
		8 h			0	0
		9 i			0	0

Table 4

Item No.	Description of Item	Alternatives	Teachers		Principals					
			No.	%	No.	%				
b. (Second group of letters)		1 a			0	0				
		2 b			12	26				
		3 c			4	9				
		4 d			14	30				
		5 e			4	9				
		6 f			8	17				
		7 g			2	4				
		8 h			2	4				
		9 i			0	0				
		c. (Third group of letters)		1 a			0	0		
				2 b			0	0		
				3 c			4	9		
				4 d			4	9		
				5 e			3	7		
				6 f			6	13		
				7 g			11	24		
				8 h			1	2		
				9 i			17	37		
II, 1	Have you participated in any non-college-credit programs dealing with problems related to the disadvantaged?			0 No response	22	3	0	0		
				1 Yes	339	43	32	70		
				2 No	432	54	14	30		
				Circle the program or programs you attended:		a. School-sponsored inservice	219	28	20	32
						b. Headstart training	107	13	14	23
						c. Non-credit college-sponsored conference	81	10	12	19
						d. Service organization conference	37	5	2	3
						4. Professional organization	103	16	14	30

Table 4

Item No.	Description of Item	Alternatives	No.	%	No.	%
II, 2	To what extent do you think the staff is prepared to teach and work with disadvantaged youth?	0 No response 1 Extremely well prepared 2 Very well prepared 3 Fairly well prepared 4 Not very well prepared 5 Very poorly prepared 6 Extremely unprepared	120 74 239 247 80 18 15	15 9 30 31 10 2 2	2 7 10 26 1 0 0	4 15 22 57 2 0 0
II, 3	Our school provides an inservice program for teachers and other personnel:	0 No response 1 With regular meetings 2 With several meetings 3 Preceding each school year 4 On informal and individual basis 5 Does not sponsor inservice program	90 276 205 39 53 130	11 35 26 5 7 16	1 22 15 2 1 5	2 48 33 4 2 11
II, 4	What percentage of inservice program is devoted to problems relating to the disadvantaged?	0 No response 1 0-20% 2 21-40% 3 41-60% 4 61-80% 5 81-100%	257 195 98 81 84 78	32 25 12 10 11 10	6 15 9 7 4 5	13 33 20 15 9 11
II, 5	How much does the inservice program rely on each of the below?					
a.	Specialists with demonstrations	0 No response 1 Very extensively 2 Extensively 3 Considerably 4 Some 5 Very little 6 None	366 50 76 101 94 58 48	46 6 10 13 12 7 6	14 1 6 12 7 3 3	30 2 13 26 15 7 7

Table 4

Item No.	Description of Item	Alternatives	Teachers		Principals	
			No	%	No.	%
b. School administrators:						
	0 No response		376	47	14	30
	1 Very extensively		39	5	2	4
	2 Extensively		103	13	9	20
	3 Considerably		99	12	9	20
	4 Some		88	11	6	13
	5 Very little		59	7	4	9
	6 None		29	4	2	4
c. School counselor:						
	0 No response		384	48	14	30
	1 Very extensively		34	4	1	2
	2 Extensively		48	6	7	15
	3 Considerably		68	9	4	9
	4 Some		68	9	5	11
	5 Very little		63	8	1	2
	6 None		128	16	14	30
d. Guest speakers:						
	0 No response		372	47	14	30
	1 Very extensively		40	5	3	7
	2 Extensively		87	11	4	9
	3 Considerably		85	11	7	15
	4 Some		100	13	12	26
	5 Very little		60	8	3	7
	6 None		49	6	3	7
e. Medical personnel:						
	0 No response		377	48	14	30
	1 Very extensively		31	4	0	0
	2 Extensively		53	7	3	7
	3 Considerably		66	8	6	13
	4 Some		100	13	9	20
	5 Very little		75	9	6	13
	6 None		91	11	8	17

Table 4

Item No.	Description of Item	Alternatives	Teachers		Principals	
			No.	%	No.	%
f.	Small-groups in discussion:	0 No response	370	47	13	28
		1 Very extensively	38	5	1	2
		2 Extensively	79	10	9	20
		3 Considerably	96	12	16	35
		4 Some	87	11	5	11
		5 Very little	77	10	1	2
		6 None	46	6	1	2
g.	Psychological consultants:	0 No response	373	47	14	30
		1 Very extensively	22	3	0	0
		2 Extensively	39	5	0	0
		3 Considerably	55	7	10	22
		4 Some	50	6	4	9
		5 Very little	91	11	5	11
		6 None	163	21	13	28
h.	Social Workers:	0 No response	369	47	13	28
		1 Very extensively	18	2	0	0
		2 Extensively	50	6	0	0
		3 Considerably	48	6	9	20
		4 Some	79	10	7	15
		5 Very little	91	11	7	15
		6 None	138	17	10	22
i.	Subject-matter specialists:	0 No response	377	46	14	30
		1 Very extensively	46	6	4	9
		2 Extensively	92	12	11	24
		3 Considerably	79	10	7	15
		4 Some	91	11	4	9
		5 Very little	60	8	1	2
		6 None	48	6	5	11

Table 4

Item No.	Description of Item	Alternatives	No.	%	No.	%
III, 1	Does your school employ any of the paraprofessionals (teacher aides listed) in working with the disadvantaged?	0 No response 1 Yes 2 No	113 319 361	14 40 46	3 26 17	7 57 37
III, 2	How often do the teacher aides in your school perform the following duties?					
	a. Grade papers:	0 No response 1 Very frequently 2 Frequently 3 Fairly often 4 Occasionally 5 Rarely 6 Never	468 68 70 30 44 21 92	59 9 9 4 6 3 12	20 7 7 3 3 2 4	43 15 15 7 7 4 9
	b. Duplicate tests and other teaching materials:	0 No response 1 Very frequently 2 Frequently 3 Fairly often 4 Occasionally 5 Rarely 6 Never	462 193 73 16 20 4 25	58 24 9 2 3 1 3	21 15 10 0 0 0 0	46 33 22 0 0 0 0
	c. Check roll:	0 No response 1 Very frequently 2 Frequently 3 Fairly often 4 Occasionally 5 Rarely 6 Never	467 47 38 16 27 31 167	59 6 5 2 3 4 21	20 8 4 1 3 2 8	43 17 9 2 7 4 17

Table 4

Item No.	Description of Item	Alternatives	Teachers		Principals	
			No.	%	No.	%
d.	Tutor individual students:	0 No response	470	59	19	41
		1 Very frequently	48	6	4	9
		2 Frequently	60	8	6	13
		3 Fairly often	33	4	5	11
		4 Occasionally	31	4	5	11
		5 Rarely	43	5	4	9
		6 Never	108	14	3	7
e.	Tutor small groups:	0 No response	466	59	19	41
		1 Very frequently	41	5	5	11
		2 Frequently	67	8	7	15
		3 Fairly often	40	5	6	13
		4 Occasionally	35	4	2	4
		5 Rarely	36	5	4	9
		6 Never	108	14	3	7
f.	Take charge of class for P.E. or while on school ground:	0 No response	466	59	19	41
		1 Very frequently	76	10	6	13
		2 Frequently	61	8	3	7
		3 Fairly often	33	4	2	4
		4 Occasionally	33	4	6	13
		5 Rarely	19	2	1	2
		6 Never	105	13	9	20
g.	Take charge of class in lunch room:	0 No response	466	59	19	41
		1 Very frequently	56	7	5	11
		2 Frequently	52	7	5	11
		3 Fairly often	28	4	1	2
		4 Occasionally	39	5	2	4
		5 Rarely	26	3	4	9
		6 Never	126	16	10	22

Table 4

Item No.	Description of Item	Alternatives	Teachers		Principals	
			No.	%	No.	%
h.	Substitute for regular teacher if she is absent:	0 No response	466	59	19	41
		1 Very frequently	62	8	3	7
		2 Frequently	38	5	2	4
		3 Fairly often	16	2	3	7
		4 Occasionally	44	6	1	2
		5 Rarely	43	5	4	9
		6 Never	124	16	14	30
i.	Assist teacher in preparing lessons and materials for class:	0 No response	464	59	19	41
		1 Very frequently	47	6	3	7
		2 Frequently	49	6	6	13
		3 Fairly often	37	5	5	11
		4 Occasionally	44	6	5	11
		5 Rarely	42	5	3	7
		6 Never	110	14	5	11
j.	Administer discipline:	0 No response	467	59	19	41
		1 Very frequently	30	4	2	4
		2 Frequently	35	4	1	2
		3 Fairly often	22	3	1	2
		4 Occasionally	40	5	0	0
		5 Rarely	50	6	4	9
		6 Never	149	19	19	41
k.	Participate in faculty meetings:	0 No response	463	58	19	41
		1 Very frequently	62	8	2	4
		2 Frequently	39	5	3	7
		3 Fairly often	28	4	5	11
		4 Occasionally	44	6	3	7
		5 Rarely	40	5	3	7
		6 Never	117	15	11	24

Table 4

Item No.	Description of Item	Alternatives	Teachers		Principals	
			No.	%	No.	%
1.	Participate in teacher-group planning sessions:	0 No response 1 Very frequently 2 Frequently 3 Fairly often 4 Occasionally 5 Rarely 6 Never	466 25 25 24 41 51 161	59 3 3 3 5 6 20	19 1 1 4 6 4 11	41 2 2 9 13 9 24
m.	Attend teacher inservice programs:	0 No response 1 Very frequently 2 Frequently 3 Fairly often 4 Occasionally 5 Rarely 6 Never	473 38 34 24 38 36 150	60 5 4 3 5 5 19	19 2 2 5 4 4 10	41 4 4 11 9 9 22
n.	Attend P.T.A. meetings:	0 No response 1 Very frequently 2 Frequently 3 Fairly often 4 Occasionally 5 Rarely 6 Never	467 76 44 32 32 23 119	59 10 6 4 4 3 15	19 2 5 6 6 1 7	41 4 11 13 13 2 15
o.	Visit homes of students:	0 No response 1 Very frequently 2 Frequently 3 Fairly often 4 Occasionally 5 Rarely 6 Never	468 19 15 19 26 40 206	59 2 2 2 3 5 26	19 2 2 1 2 8 12	41 4 4 2 4 17 26

Table 4

Item No.	Description of Item	Alternatives	Teachers		Principals	
			No.	%	No.	%
p.	Administer tests for teacher:	0 No response	468	59	19	41
		1 Very frequently	12	2	1	2
		2 Frequently	21	3	5	11
		3 Fairly often	10	1	3	7
		4 Occasionally	35	4	5	11
		5 Rarely	36	5	6	13
		6 Never	211	27	7	15
q.	Take charge of class when it goes to the library:	0 No response	460	58	19	41
		1 Very frequently	32	4	3	7
		2 Frequently	26	3	5	11
		3 Fairly often	23	3	4	9
		4 Occasionally	34	4	4	9
		5 Rarely	30	4	1	2
		6 Never	188	24	10	22
r.	Teach entire class:	0 No response	468	59	20	43
		1 Very frequently	12	2	1	2
		2 Frequently	11	1	2	4
		3 Fairly often	13	2	0	0
		4 Occasionally	39	5	2	4
		5 Rarely	55	7	8	17
		6 Never	195	25	13	28
III, 3	How successful have the following paraprofessionals been in working with the disadvantaged in your school?	0 No response	603	76	31	67
		1 Extremely successful	32	4	2	4
		2 Very successful	60	8	7	15
		3 Moderately successful	43	5	3	7
		4 More successful than unsuccessful	17	2	2	4
		5 Relatively unsuccessful	8	1	1	2
		6 Highly unsuccessful	30	4	0	0
a.	College students:	0 No response	603	76	31	67
		1 Extremely successful	32	4	2	4
		2 Very successful	60	8	7	15
		3 Moderately successful	43	5	3	7
		4 More successful than unsuccessful	17	2	2	4
		5 Relatively unsuccessful	8	1	1	2
		6 Highly unsuccessful	30	4	0	0

Table 4

Item No.	Description of Item	Alternatives	Teachers		Principals	
			No.	%	No.	%
b.	College degree-holders without teaching certificate:	0 No response	612	77	33	72
		1 Extremely successful	34	4	3	7
		2 Very successful	56	7	4	9
		3 Moderately successful	39	5	5	11
		4 More successful than unsuccessful	19	2	1	2
		5 Relatively unsuccessful	7	0	0	0
c.	Parents from the same economic and social group as the disadvantaged:	6 Highly unsuccessful	26	3	0	0
		0 No response	604	76	32	70
		1 Extremely successful	17	2	2	4
		2 Very successful	39	5	4	9
		3 Moderately successful	42	5	4	9
		4 More successful than unsuccessful	27	3	1	2
d.	Adults with one or more years of college, but no degree:	5 Relatively unsuccessful	26	3	2	4
		6 Highly unsuccessful	38	5	1	2
		0 No response	539	68	27	59
		1 Extremely successful	39	5	1	2
		2 Very successful	95	12	13	28
		3 Moderately successful	59	7	3	7
e.	High school graduates:	4 More successful than unsuccessful	35	4	1	2
		5 Relatively successful	11	1	1	2
		6 Highly successful	15	2	0	0
		0 No response	581	73	30	65
		1 Extremely successful	22	3	4	9
		2 Very successful	48	6	3	7
		3 Moderately successful	55	7	5	11
		4 More successful than unsuccessful	38	5	4	9
		5 Relatively unsuccessful	19	2	0	0
		6 Highly unsuccessful	30	4	0	0

Table 4

Item No.	Description of Item	Alternatives	Teachers		Principals	
			No.	%	No.	%
IV	How much do you think each of the items below is needed in order to deal with the problems of the disadvantaged more effectively?					
IV, 1	More teacher and school contact with parents of disadvantaged:	0 No response 1 Extremely in need 2 Very much needed 3 Needed 4 Slightly needed 5 Not very needed 6 Completely unneeded	8 296 214 206 45 12 12	1 37 27 26 6 2 2	0 15 18 10 2 1 0	0 33 39 22 4 2 0
2	Longer school day:	0 No response 1 Extremely in need 2 Very much needed 3 Needed 4 Slightly needed 5 Not very needed 6 Completely unneeded	14 18 20 52 73 155 461	2 2 3 7 9 20 58	1 1 5 7 6 11 15	2 2 11 15 13 24 33
3	Longer school term:	0 No response 1 Extremely in need 2 Very much needed 3 Needed 4 Slightly needed 5 Not very needed 6 Completely unneeded	24 36 31 80 69 137 416	3 5 4 10 9 17 52	0 1 7 9 7 10 12	0 2 15 20 15 22 26

Table 4

Item No.	Description of Item	Alternatives	Teachers		Principals	
			No.	%	No.	%
4	Children enrolled in educational facilities at an earlier age:	0 No response	19	2	0	0
		1 Extremely in need	179	23	11	24
		2 Very much needed	145	18	15	33
		3 Needed	161	20	10	22
		4 Slightly needed	67	8	3	7
		5 Not very needed	72	9	3	7
		6 Completely unneeded	150	19	4	9
5	More parents of disadvantaged in para-professionals roles in school:	0 No response	23	3	1	2
		1 Extremely in need	104	13	4	9
		2 Very much needed	131	17	9	20
		3 Needed	204	26	11	24
		4 Slightly needed	96	12	7	15
		5 Not very needed	95	12	5	11
		6 Completely unneeded	140	18	9	20
6	Reduction of racial imbalance in schools:	0 No response	20	3	1	2
		1 Extremely in need	107	13	7	15
		2 Very much needed	84	11	5	11
		3 Needed	126	16	7	15
		4 Slightly needed	70	9	3	7
		5 Not very needed	103	13	8	17
		6 Completely unneeded	283	36	15	33
7	More professional training and workshops which deal with problems of disadvantaged:	0 No response	8	1	0	0
		1 Extremely in need	293	37	14	30
		2 Very much needed	202	25	23	50
		3 Needed	197	25	6	13
		4 Slightly needed	49	6	2	4
		5 Not very needed	29	4	1	2
		6 Completely unneeded	15	2	0	0

Table 4

Item No.	Description of Item	Alternatives	Teachers		Principals	
			No.	%	No.	%
8	More use of programmed materials:	0 No response	23	3	0	0
		1 Extremely in need	202	25	7	15
		2 Very much needed	239	30	16	35
		3 Needed	218	27	18	39
		4 Slightly needed	67	8	2	4
		5 Not very needed	28	4	1	2
		6 Completely unneeded	16	2	2	4
9	Tutoring and small group instruction for students:	0 No response	11	1	1	2
		1 Extremely in need	327	41	16	35
		2 Very much needed	229	29	19	41
		3 Needed	176	22	7	15
		4 Slightly needed	33	4	2	4
		5 Not very needed	13	2	1	2
		6 Completely unneeded	4	1	0	0
10	Remedial programs in basic skills and subjects other than reading and language:	0 No response	12	2	0	0
		1 Extremely in need	339	43	8	17
		2 Very much needed	228	29	23	50
		3 Needed	169	21	11	24
		4 Slightly needed	24	3	3	7
		5 Not very needed	12	2	1	2
		6 Completely unneeded	9	1	0	0
11	Remedial programs in reading and language:	0 No response	13	2	0	0
		1 Extremely in need	427	54	23	50
		2 Very much needed	210	26	17	37
		3 Needed	117	15	4	9
		4 Slightly needed	6	1	1	2
		5 Not very needed	10	1	1	2
		6 Completely unneeded	10	1	0	0

Table 4

Item No.	Description of Item	Alternatives	Teachers		Principals	
			No.	%	No.	%
12	Professional assistance for teachers by subject-matter specialists:	0 No response	15	2	0	0
		1 Extremely in need	253	32	12	26
		2 Very much needed	221	28	18	39
		3 Needed	193	24	11	24
		4 Slightly needed	58	7	3	7
		5 Not very needed	34	4	2	4
		6 Completely unneeded	19	2	0	0
13	Programs of adult education for parents of disadvantaged:	0 No response	15	2	0	0
		1 Extremely in need	320	40	15	33
		2 Very much needed	207	26	14	30
		3 Needed	175	22	9	20
		4 Slightly needed	46	6	5	11
		5 Not very needed	14	2	2	4
		6 Completely unneeded	16	2	1	2
14	More cultural and library centers for disadvantaged:	0 No response	14	2	0	0
		1 Extremely in need	270	34	8	17
		2 Very much needed	231	29	16	35
		3 Needed	180	23	15	33
		4 Slightly needed	44	6	1	2
		5 Not very needed	32	4	2	4
		6 Completely unneeded	22	3	4	9
15	Expanded use of audio visual equipment:	0 No response	18	2	0	0
		1 Extremely in need	246	31	13	28
		2 Very much needed	239	30	22	48
		3 Needed	192	24	7	15
		4 Slightly needed	48	6	3	7
		5 Not very needed	30	4	1	2
		6 Completely unneeded	20	2	0	0

Table 4

Item No.	Description of Item	Alternatives	Teachers		Principals	
			No.	%	No.	%
16	Increased visitation opportunities in the school for parents:	0 No response	12	2	0	0
		1 Extremely in need	149	19	5	11
		2 Very much in need	162	20	10	22
		3 Needed	229	29	16	35
		4 Slightly needed	95	12	9	20
		5 Not very needed	86	11	5	11
		6 Completely unneeded	60	8	1	2
17	Assistance to teachers by consultants who are experienced in working with disadvantaged children:	0 No response	11	1	0	0
		1 Extremely in need	290	37	18	39
		2 Very much in need	222	28	20	43
		3 Needed	190	24	3	7
		4 Slightly needed	34	4	1	2
		5 Not very needed	29	4	3	7
		6 Completely unneeded	17	2	1	2
18	Supplemented pay for teachers who work primarily with disadvantaged:	0 No response	22	3	0	0
		1 Extremely in need	296	37	15	33
		2 Very much in need	163	21	12	26
		3 Needed	142	18	5	11
		4 Slightly needed	57	7	3	7
		5 Not very needed	37	5	5	11
		6 Completely unneeded	76	10	6	13
19	Non-graded school organization:	0 No response	42	5	2	4
		1 Extremely in need	182	23	12	26
		2 Very much in need	177	22	9	20
		3 Needed	198	25	11	24
		4 Slightly needed	68	9	4	9
		5 Not very needed	43	5	6	13
		6 Completely unneeded	83	10	2	4

Table 4

Item No.	Description of Item	Alternatives	Teachers		Principals	
			No.	%	No.	%
20	Reduced class size:	0 No response	11	1	0	0
		1 Extremely in need	451	57	22	48
		2 Very much in need	161	20	14	30
		3 Needed	110	14	2	4
		4 Slightly needed	33	4	3	7
		5 Not very needed	10	1	4	9
		6 Completely unneeded	17	2	1	2
21	Summer programs to "prepare" disadvantaged children for public school:	0 No response	12	2	0	0
		1 Extremely in need	444	56	21	46
		2 Very much in need	154	19	16	35
		3 Needed	117	15	6	13
		4 Slightly needed	26	3	0	0
		5 Not very needed	17	2	2	4
		6 Completely unneeded	23	3	1	2
22	Increased kindergarten facilities for disadvantaged children:	0 No response	8	1	0	0
		1 Extremely in need	456	58	24	52
		2 Very much in need	155	20	14	30
		3 Needed	118	15	5	11
		4 Slightly needed	27	3	1	2
		5 Not very needed	14	2	0	0
		6 Completely unneeded	15	2	2	4
23	Special educational materials and textbooks designed for and relevant to experiences and lives of the disadvantaged:	0 No response	10	1	0	0
		1 Extremely in need	398	50	21	46
		2 Very much in need	187	24	11	24
		3 Needed	137	17	10	22
		4 Slightly needed	22	3	1	2
		5 Not very needed	22	3	1	2
		6 Completely unneeded	17	2	2	4

Table 4

Item No.	Description of Item	Alternatives	Teachers		Principals	
			No.	%	No.	%
24	Cultural activities and field trips:	0 No response	12	2	0	0
		1 Extremely in need	368	46	13	28
		2 Very much in need	196	25	20	43
		3 Needed	160	20	11	24
		4 Slightly needed	25	3	1	2
		5 Not very needed	24	3	0	0
		6 Completely unneeded	8	1	1	2
25	Use of teacher aides in school:	0 No response	9	1	0	0
		1 Extremely in need	384	48	17	37
		2 Very much in need	175	22	18	39
		3 Needed	142	18	6	13
		4 Slightly needed	38	5	3	7
		5 Not very needed	21	3	1	2
		6 Completely unneeded	24	3	1	2
26	Bilingual teachers and instruction:	0 No response	19	2	2	4
		1 Extremely in need	251	32	13	28
		2 Very much in need	159	20	13	28
		3 Needed	158	20	4	9
		4 Slightly needed	65	8	2	4
		5 Not very needed	44	6	3	7
		6 Completely unneeded	97	12	9	20

Program Practices for the Disadvantaged

Moving to Item I, 2 note that the teachers and principals were asked to respond to a scale indicating the frequency of use of suggested practices (e.g., counseling for parents) in their schools. According to the responses, wide disparity exists between schools on the use of practices often discussed and recommended in professional literature. It is a matter of conjecture whether reasons for using or failing to use a particular practice is due to lack of faith in the practice, lack of funds or some other reason or combination of reasons. It is heartening to note that about half the schools are employing most of the suggested practices. It is obvious, however, that practice in the schools is lagging behind knowledge and belief, if it can be assumed that the noted practices are relevant to the attainment of the previously stated and accepted (by teachers and principals) objectives.

Program Criteria

Under Item I, 3, respondents were asked to respond according to importance attached to suggested criteria for judging success of programs for the disadvantaged. There was almost unanimous agreement that all criteria (e.g., academic achievement) listed are moderately to extremely important.

Principals only responded to Item II, 4. They circled three letters corresponding to the criteria listed under Item I, 3 which they considered of greatest importance in judging the success of their programs. These responses are grouped and ranked in Table 5. Clearly, motivation to learn

is judged most important by the principals. Parental involvement and degree of absenteeism of disadvantaged children are considered least important among the choices presented.

Table 5

Ranking by Principals on Importance of Criteria
(Moderately to extremely important) for Judging Success of Programs
for the Disadvantaged
(From Table 4, Item I, 3)

Criteria	Principals (grouped responses) No.
1. Motivation to learn of the disadvantaged	46
2. Teaching styles and techniques developed especially for the disadvantaged	46
3. Understanding of social and psychological factors by school personnel	45
4. Physical health of the disadvantaged	45
5. Level of aspiration of the disadvantaged	44
6. Self-concept of the disadvantaged	43
7. Academic achievement of the disadvantaged	43
8. Degree of absenteeism of the disadvantaged	41
9. Parental Involvement	38

Non-College Credit Programs

Item II, 1, required the respondents to indicate whether they had participated in any non-college credit programs dealing with problems related to the disadvantaged. Table 6 shows the frequency of such attendance by teachers and principals in rank order.

Table 6

Frequency of Attendance at Non-College Credit

Programs by Teachers and Principals

(See Table 4, Item II, 1)

Program Type	Teachers		Principals	
	No.	%	No.	%
1. School-sponsored inservice	219	28	20	43
2. Headstart training	107	13	14	30
3. Professional organization conference	103	13	14	30
4. Service organization conference	37	5	2	4
	—	—	—	—
Total	466	59	* 50	107

* Several teachers and principals checked more than one category; 54 percent of the teachers and 30 percent of the principals had attended no inservice program dealing with the disadvantaged.

It appears that schools are taking the initiative to plan and implement training programs for school personnel. Both teachers and principals indicated

(28 percent and 43 percent respectively) that they had attended school sponsored inservice programs dealing with problems of the disadvantaged more frequently than any other type. The program type ranked second by both teachers and principals was Headstart training programs with 13 percent (107) of the teachers and 30 percent (14) of the principals noting positive replies. This suggests that Headstart has been a key element in the training of school personnel for teaching the disadvantaged. Professional organization conferences and service organization conferences were ranked third and fourth respectively but service organization conferences had been attended by only 5 percent (37) of the teachers and 4 percent (2) of the principals. Attendance at professional organization conferences had almost equaled attendance at Headstart conferences.

A larger percentage of the principals had attended conferences than had teachers (107 percent vs. 59 percent) and a substantial number of the principals had attended more than one conference. The fact that 41 percent of the teachers and 19 percent of the principals have never attended a training program dealing with problems of the disadvantaged should be a matter of some concern to educators.

Preparation to Teach Disadvantaged Children

Replies to the question (Item II, 2), "To what extent do you think the staff (in your school) is prepared to teach and work with disadvantaged youth?" revealed a great deal of disagreement. A substantial number of teachers (120 or 15 percent) and 2 principals did not bother to respond. The views were predominantly positive with 70 percent (560) of the teachers and 94 percent (43) principals noting that their staff was fairly well prepared to extremely

well prepared. Obviously the principals were more optimistic than the teachers. None of the principals believed their staff was very poorly prepared or extremely unprepared but 4 percent (33) of the teachers believed their staff was very poorly prepared or extremely unprepared. It may be assumed that some proportion of those 120 teachers failing to reply may have had such an attitude.

Inservice Programs

Most of the schools are conducting periodical inservice programs; 61 percent (481) of the teachers and 60 percent (37) of the principals indicated they were holding several meetings or regular meetings each year. On the other hand, 23 percent (183) of the teachers and 13 percent (6) of the principals noted that inservice programs are held on an informal basis or not held at all. The inservice programs conducted devote widely varying amounts of time (Item II, 4) to problems related to the disadvantaged. According to 31 percent (243) of the teachers and 34 percent (16) of the principals, 41 percent to 100 percent of the programs are devoted to such problems. Considering that these are Title I schools, it appears that the attention being given to the problems of the disadvantaged is quite meagre.

Item II, 5 considered the degree of involvement of special personnel in inservice programs. Consistently, about 47 percent of the teachers and 30 percent of the principals failed to reply to these categories. The absence of inservice programs would preclude reply. Table 7 summarizes the responses falling in the range, relied upon considerably to very extensively.

It is clearly evident that school administrators are assuming the major leadership role in inservice training. This is ample evidence that the training of administrators is a critical factor in the provision of appropriate programs for disadvantaged. Administrators are assuming the role of intellectual leaders in their schools. The relatively limited utilization of psychological consultants and social workers appears to be dissonant with the importance previously attached to psychologically and socially oriented goals.

Paraprofessionals

According to 40 percent of the teachers and 57 percent of the principals (Item III, 1) their schools employ paraprofessionals (teacher aides) in working with the disadvantaged. These paraprofessionals perform a variety of duties listed in rank order according to frequency of performance in Table 8.

Paraprofessionals are engaging in a wide range of duties and it appears that they are performing duties that free the teacher to teach. Major duties appear to be of a clerical and tutoring nature with total class teaching being done on a very limited basis.

On Item III, 3 the respondents indicated how successful paraprofessionals with varying backgrounds had been in their schools. Table 9 summarizes responses on the moderately successful to extremely successful categories.

The responses suggest that adults with some college training are most successful in paraprofessional roles, followed closely by college students.

Table 7

Rank Order Summary of Replies Denoting Utilization
"Considerably" to "Very extensively" for Inservice Programs
(From Table 4, Item II, 5)

TYPE OF RESOURCE	Teachers		Principals	
	No.	%	No.	%
1. School administrators	241	30	20	44
2. Specialists with demonstrations	227	29	19	41
3. Small groups in discussion	213	27	26	57
4. Subject matter specialists	217	28	22	48
5. Guest speakers	212	27	14	31
6. School counselors	150	19	18	26
7. Medical personnel	150	19	9	20
8. Psychological consultants	116	15	10	22
9. Social workers	116	15	9	20

Table 8

Rank Order Summary of Replies Denoting Paraprofessionals

"Fairly Often" to "Very Frequently" Duty Performance

(From Table 4, Item III, 2)

Type of Duty	Teachers		Principals	
	No.	%	No.	%
1. Duplicate materials	282	35	25	55
2. Grade papers	168	22	17	37
3. Take charge of class for P.E.	170	22	11	24
4. Attend P.T.A. meetings	152	20	13	28
5. Tutor small groups	148	18	18	39
6. Tutor individual students	141	18	15	33
7. Take charge of class in lunch room	136	18	11	24
8. Assist teacher in preparing lessons and materials	133	17	14	31
9. Participate in faculty meetings	129	17	10	21
10. Substitute for absent teacher	116	15	8	18
11. Check roll	101	13	13	28
12. Attend teacher inservice programs	96	12	9	19
13. Administer discipline	87	11	4	8
14. Take charge of class when it goes to the library	81	10	12	27
15. Participate in teacher group planning	74	9	6	13
16. Visit homes of students	53	7	5	10
17. Administer tests for teachers	43	6	9	20
18. Teach entire class	36	5	3	6

Table 9**Rank Order Summary of Replies Denoting Success of****Paraprofessionals from Varying Backgrounds****(From moderately to extremely successful)****(From Table 4, Item III, 3)**

Background of Paraprofessionals	Teachers		Principals	
	No.	%	No.	%
1. Adults with one or more years of college, but no degree	193	24	17	37
2. College students	135	17	12	26
3. College degree holders without teaching certificate	129	16	12	26
4. High school graduates	125	16	12	27
5. Parents from the same economic and social group as the disadvantaged	98	12	10	22

This implies that student teachers may be considered in a more professional role, assuming established duties through college and public school cooperation. Parents from the disadvantaged culture were rated less successful than any other choice.

Program Needs

Responses regarding practices needed for working with the disadvantaged (Item IV) are summarized according to responses given on categories, needed to extremely needed in Table 10. The heavy response to this section should be noted.

Table 10

Rank Order Summary of Practices, (Needed to Extremely Needed)

Practice	Teachers		Principals	
	No.	%	No.	%
1. Remedial programs in reading and language	754	95	44	96
2. Increased kindergarten facilities for disadvantaged children	729	93	43	93
3. Remedial programs in basic skills and subjects other than reading and language	736	93	42	91
4. Tutoring and small group instruction for students	732	92	42	91
5. Cultural activities and field trips	724	91	44	95
6. Special educational materials and textbooks designed for and relevant to experiences and lives of the disadvantaged	722	91	42	92
7. Reduced class size	722	91	38	82
8. More teacher and school contact with parents of disadvantaged	716	90	43	94
9. Summer programs to "prepare" disadvantaged children for public school	715	90	43	94
10. Assistance to teachers by consultants who are experienced in working with the disadvantaged	702	89	41	89
11. Use of teacher aides in schools	701	88	41	89
12. Programs of adult education for parents of disadvantaged	702	88	38	83
13. More professional training and workshops which deal with the disadvantaged	692	87	43	93
14. More cultural and library centers for disadvantaged	681	86	39	85
15. Expanded use of audio-visual equipment	677	85	42	91

Table 10 (continued)

Practice	Teachers		Principals	
	No.	%	No.	%
16. Professional assistance for teachers by subject matter specialists	667	84	41	89
17. More use of programmed materials	659	82	41	89
18. Supplemented pay for teachers who work primarily with disadvantaged	601	76	32	70
19. Bilingual teachers and instruction	568	72	30	65
20. Non-graded school organization	557	70	32	70
21. Increased visitation opportunities in school for parents	540	68	31	68
22. Children enrolled in educational facilities at an earlier age	485	61	36	79
23. More parents of disadvantaged in paraprofessional roles	439	56	24	52
24. Reduction of racial imbalance in schools	317	40	19	41
25. Longer school term	147	19	17	37
26. Longer school day	90	12	13	28

It also should be noted that the practices are ranked according to the replies of teachers. In nearly all cases, the principals' rating would result in the same rank order. Only one category drew greatly divergent results (Category No. 22 in Table 10). This item related to enrolling children in schools at an earlier age. Judging from responses made to category 2, (Table 10) the teachers and principals agree that kindergarten facilities for disadvantaged children should be increased (93 percent of the teachers and 93 percent of the principals). Many of the teachers apparently believe that category 22 (enrolling children at an earlier age) means enrolling five-year-olds in first grade or some similar arrangement.

Remedial programs in reading and language earned the highest priority among the teachers (95 percent or a total of 754 teachers); 96 percent of the principals (44) concur. Next in order of importance are increasing kindergarten facilities, remedial programs in basic skills, tutoring and small group instruction, and cultural activities and field trips. Categories 1 through 17 were considered needed to extremely needed by more than 80 percent of the teachers and principals. Ranking a poor last were the categories on extending the school term and extending the school day. Only 19 percent of the teachers and 37 percent of the principals think extending the school term is needed and only 12 percent of the teachers and 28 percent of the principals believe extending the school day is needed. In fact, these appear to be the most unpopular practices on the entire survey. Among the teachers responding, 78 percent (622) indicated that extension of the school term was only slightly needed to completely unneeded and 87 percent (689) of the teachers responded in the same fashion regarding lengthening the school day.

Selected References

1. Bloom, Benjamin S., Allison Davis; & Robert Hess. Compensatory Education for Cultural Deprivation. New York: Holt, Rinehart, & Winston, 1965.
2. Frost, Joe L. and Glen R. Hawkes. The Disadvantaged Child: Issues and Innovations. Boston: Houghton Mifflin, 1966.
3. Gordon, Edmund W. and Doxey A. Wilkerson. Compensatory Education for the Disadvantaged: Programs and Practices: Preschool Through College. Princeton: College Entrance Examination Board, 1966.
4. Riessman, Frank. The Culturally Deprived Child. New York: Harper and Row, 1962.
5. Spellman, Charles M. Head Start Evaluation and Related Research in the Southwest. Austin, Texas: Child Development Evaluation-Research Center, 1966.
6. Veldman, Donald J. Fortran Programming for Behavioral Sciences. New York: Holt, Rinehart, & Winston, 1967.



Part II

College and University Survey

Part II

College and University Survey

Introduction

Data for this report were gathered by means of an interview guide, Inventory of Characteristics of Elementary Teacher Education Programs (Appendix 5). The Inventory was adapted from a questionnaire developed by the Southeastern Regional Educational Laboratory and sent to 66 teacher preparation institutions in Alabama, Florida, and Georgia.

After revision, this interview guide was sent to all teacher education institutions in Texas and Louisiana. To member institutions of the Southwest Educational Development Laboratory, the Inventory was sent to an individual designated earlier as "liaison" by his institution. In the case of non-member institutions, the Inventory was mailed to the Dean or Chairman of Education. A letter (Appendix 6) explaining the nature and purpose of the study as well as suggested procedures for obtaining the information was enclosed. It was suggested that the individual receiving the Inventory should interview three key persons in teacher education at his institution, including the dean or department chairman.

A request was made for additional information and reports to be returned with the Inventory. This additional information as well as supplementary material from The Texas Outlook, The Journal of the Louisiana Education Association, Texas Education Agency, Louisiana Department of Education, and The Texas Office of Economic Opportunity have been utilized in making this report.

In order to facilitate the return of the interview guide, follow up contacts with non-respondent institutions were made by the Area Consultants of the Laboratory.

Forty-three institutions in the two-state area returned the completed Inventory in time for the compilation of this report. An additional 6 institutions returned the Inventory, with an indication that no program for the preparation of teachers for disadvantaged children existed in their college. These responses represent approximately 19,000 teacher education graduates in the school year 1965-66. This is more than 65 percent of the total teacher education graduates within the two-state area. More responses were from public institutions than private with an 88 percent return from Louisiana state institutions and a 73 percent return from Texas state institutions. There was a 29 percent return from Louisiana private institutions and a 66 percent return in Texas from private institutions. Unfortunately, inventories from 4 institutions were received too late for computer tabulation, but reference to some aspects of their programs has been included.

The Preparation of Teachers for Disadvantaged Children

Characteristics of Elementary Teacher Education Programs in Texas and Louisiana

Survey Results

I. The Responding Institutions

1. Total Enrollment

<u>0-1,000</u>	<u>1,001-5,000</u>	<u>5,001-10,000</u>	<u>10,001-20,000</u>	<u>above 20,000</u>
21%	42%	26%	9%	2%

About 90% of the responding institutions had student bodies of 10,000 or less.

2. Number of certified elementary teachers graduated between January 1, 1966 and January 1, 1967

<u>0-50</u>	<u>51-100</u>	<u>101-150</u>	<u>151-200</u>	<u>above 200</u>
26%	30%	26%	5%	14%

About 80% of the institutions graduated 150 elementary teachers or less in 1966-67.

II. The Program for Training Teachers of Disadvantaged Children

1. General B.A. credit requirements for the undergraduate degree in elementary education

Professional Education

<u>0-20</u>	<u>20-30</u>	<u>above 30</u>
22%	63%	15%

About two-thirds of the institutions require 20 to 30 credits in professional education.

Student Teaching

<u>0-6</u>	<u>7-12</u>
74%	26%

About three-fourths of the institutions require 6 or less credits in student teaching.

General or Liberal Arts

<u>0-25</u> 11%	<u>26-50</u> 13%	<u>51-75</u> 34%	<u>76-100</u> 33%	<u>above 100</u> 9%
--------------------	---------------------	---------------------	----------------------	------------------------

About two-thirds of the institutions require between 51 and 100 hours of general or liberal arts work. These figures, however, are subject to controversy since courses such as Children's Literature, School Art, School Music, Mathematics for Teachers, and others may carry either liberal arts or education credit in different institutions.

2. Degree to which the "general or liberal arts" faculty is involved in over-all planning and advisement of elementary education majors

<u>Not at all</u> 5%	<u>Slightly</u> 65%	<u>Extensively</u> 30%
-------------------------	------------------------	---------------------------

About two-thirds of the institutions reported "slight involvement" of liberal arts faculty. Sixteen of the institutions described a Council or Committee on Teacher Education which included representatives from the liberal arts faculty. This body develops the program and approves candidates. Two institutions confine liberal arts participation to designing academic concentrations. Another gives the liberal arts faculty responsibility for designating courses for the minor fields. The amount of time spent varied from "occasional meetings" to "all the time needed to do the job." The number of education students advised by the liberal arts faculty could not be determined due to different interpretations of the question.

3. Specific undergraduate programs to prepare elementary teachers of disadvantaged children

<u>Institutions with a Program</u> 7% (3 institutions)	<u>No Program</u> 91%	<u>No response</u> 2%
---	--------------------------	--------------------------

Three institutions - The University of Texas, Xavier University and Louisiana State University at New Orleans (LSU) - have developed programs.

The University of Texas program, which is optional, focuses on the Spanish-speaking disadvantaged child. The L. S. U. - New Orleans program features student teaching in both culturally deprived and middle-class schools. Xavier University reported that it has been concerned with the disadvantaged child for 50 years and has long been associated with "target area schools." Most institutions which have had student bodies largely Negro in composition indicated that they have been confronted with the problems of the disadvantaged child for some time. (Appendix 8)

4. Required courses, seminars, workshops or field experiences concerning the problems of the disadvantaged for all elementary majors

<u>Institutions with Required Courses</u>	<u>None Required</u>	<u>No Response</u>
15% (5 institutions)	86%	2%

The courses required included tutoring disadvantaged children as part of the mathematics and reading methods courses at The University of Houston, overall emphasis on the area at Xavier University, 6 credits of relevant student teaching at Paul Quinn College and The Teaching of Reading at Abilene Christian College which deals in part, with the problem. (Appendix 9)

5. Available courses, seminars, institutes, or field experiences concerning disadvantaged children

<u>Institutions with Available Courses</u>	<u>Not Available</u>
35% (15 institutions)	65%

Several colleges reported that federally supported summer institutes were offered. However, such institutes are not always open to all elementary teachers. Available courses being offered which appear pertinent, include Language Skills for the Culturally Disadvantaged and Education of the Culturally Disadvantaged at Trinity University, The Disadvantaged Child at Dillard University and English as a Second Language, The Socially Disadvantaged Child and The Disadvantaged Child at the University of Texas.

Several institutions stated that observation and student teaching experiences with disadvantaged children are available. (See Appendix 10)

6. General courses, seminars or workshops in which attention is directed toward teaching the disadvantaged child

<u>Institutions with such Courses</u>	<u>No Courses</u>	<u>No Response</u>
49% (21 institutions)	33%	19%

Several institutions, including Lamar State College of Technology, The University of Texas, The University of Houston, Xavier University, Southern University in Louisiana, Texas Southern University and East Texas Baptist College indicated that attention to the disadvantaged child is provided in most, if not all, of the professional courses. Other colleges mentioned particularly the courses in child growth and development, the exceptional child, reading and language arts and elementary school curriculum. (See Appendix 11)

7. Research projects related to the disadvantaged child in the elementary school

<u>Institutions with Projects</u>	<u>None</u>	<u>No Response</u>
23% (10 institutions)	72%	5%

The research projects described by the 10 institutions concerned deal with the creative teacher of disadvantaged children, early childhood education, preschool science, achievement and failure, self-concept, Title I programs, characteristics of disadvantaged children, reading improvement, dialect and socialization, welfare recipient children, tutoring in teacher education, mental retardation and cultural deprivation and language development of Spanish-speaking disadvantaged children. (See Appendix 12)

8. Teaching materials developed by faculty for use with disadvantaged children

<u>Institutions Responding "Yes"</u>	<u>"No"</u>
21% (9 institutions)	79%

Teaching materials have been developed for preschool and Headstart programs, for The National Teacher Corps and in the subject areas of science, mathematics, language arts, and reading. A manual for teachers also was listed. One university respondent stated that, "we try to get the traditional materials to the student. It is not logical to make judgments that these materials do not meet their needs until they are tried. Actual experience supported by data proves them successful."

(See Appendix 13)

9. Point at which elementary teachers engage in student teaching

<u>Early Junior Year</u>	<u>Late Junior Year</u>
0%	2%
<u>Early Senior Year</u>	<u>Late Senior Year</u>
<u>0-30% of students</u>	<u>0-50% of students</u>
48% of institutions	35% of institutions
<u>31-50% of students</u>	<u>51-75% of students</u>
44% of institutions	37% of institutions
<u>above 50% of students</u>	<u>above 75% of students</u>
2% of institutions	28% of institutions

10. Length of student teaching experience in weeks

<u>8-10 weeks</u>	<u>11-20 weeks</u>
37% of institutions	57% of institutions

Two institutions did not stipulate the number of weeks of student teaching.

Number of hours per week

<u>6-20 hours</u>	<u>21-40 hours</u>	<u>above 40 hours</u>
46% of institutions	45% of institutions	2%

Two institutions did not respond to this question.

11. Enrollment in methods classes or seminars during student teaching

<u>Institutions Responding "Yes"</u>	<u>"No"</u>	<u>No Response</u>
63%	35%	2%

Of the 43 institutions responding, 8 indicated that the problems of teaching disadvantaged children were included in courses accompanying student teaching. Three additional institutions stated that the disadvantaged child was discussed only if the contact took place in a poor community. One stated that attention was given to the reading and language problems only.

12. Location of student teaching contacts

Percentage of students teaching in laboratory schools.

<u>0-10% of students</u>	<u>11-59% of students</u>	<u>above 50% of students</u>
84% of institutions	14% of institutions	2% of institutions

Percentage of students teaching in nearby public schools.

<u>0-25% of students</u>	<u>26-75% of students</u>	<u>76-100% of students</u>
14% of institutions	21% of institutions	65% of institutions

Percentage of students teaching in public schools beyond 25 miles distance

<u>0-25% of students</u>	<u>26-100% of students</u>
83% of institutions	17% of institutions

It is apparent that very few institutions carry out student teaching in laboratory schools. Also two-thirds of them place three-fourths of their students in nearby public schools, and finally, very few of them assign students beyond 25 miles of the institution. In fact, 25, or more than half of the colleges, did not assign any students at all beyond 25 miles distance.

Supervision is provided by the regular faculty who are compensated for travel and, in a few cases, for meals and lodging where necessary. It appears that resident, off-campus student-teaching supervisors are not utilized in Texas and Louisiana. This indicates that the type of children with whom future teachers will work depends almost entirely on the location of the institution.

13. Types of schools utilized for student teaching

Percentage of students teaching in rural public schools

<u>0-15% of students</u>	<u>above 15% of students</u>
94% of institutions	6% of institutions

Percentage of students teaching in suburban public schools

<u>0-25% of students</u>	<u>26-50% of students</u>	<u>51-100% of students</u>
51% of institutions	26% of institutions	23% of institutions

Percentage of students teaching in urban public schools

<u>0-25% of students</u>	<u>26-75% of students</u>	<u>76-100% of students</u>
33% of institutions	28% of institutions	39% of institutions

The responses indicate that very few institutions have student teaching programs in rural areas, about half of them place from a fourth to all of their students in suburban public schools and about two-thirds of them place from a fourth to all of their students in urban public schools. Urban public schools contacts are therefore most prevalent.

14. Types of pupils taught in directed teaching

Percentage of students teaching rural "advantaged" pupils

<u>0-10% of students</u>	<u>above 10% of students</u>
98% of institutions	2% of institutions

Percentage of students teaching rural "disadvantaged" pupils

<u>0-10% of students</u>	<u>above 10% of students</u>
98% of institutions	2% of institutions

Percentage of students teaching urban or suburban "advantaged" pupils

<u>0-25% of students</u>	<u>26-75% of students</u>	<u>76-100% of students</u>
32% of institutions	40% of institutions	28% of institutions

Percentage of students teaching urban or suburban "disadvantaged" pupils.

<u>0-25% of students</u>	<u>26-50% of students</u>	<u>51-100% of students</u>
57% of institutions	21% of institutions	22% of institutions

It appears that the institutions involved are not placing student teachers in either "advantaged" or "disadvantaged" rural areas. About

two-thirds of the institutions place from a fourth to all of their students in urban or suburban "advantaged" areas. About two-fifths of the colleges provide a fourth of all of their students with experience teaching urban or suburban disadvantaged pupils. Therefore, we can assume that about 60 percent of the institutions do not offer student teaching in deprived areas.

15. Planned visitation to the school before student teaching begins

<u>Institutions Responding "Yes"</u>	<u>"No"</u>	<u>No Response</u>
72%	26%	2%

Most of the institutions which replied affirmatively indicated that the observation took place in the classroom to which the student was assigned. One university provides planned observation of both advantaged and disadvantaged children before student teaching. Child behavior and teaching techniques were mentioned as the focus of the observation by one college. Three institutions stated that experiences relevant to disadvantaged children were included in general discussions related to individual differences in youngsters.

16. Provision of the factual information concerning the school and school district before student teaching

<u>Institutions Responding "Yes"</u>	<u>"No"</u>
65%	35%

"General orientation" of the school involved was listed by 12 of the 28 institutions which replied affirmatively. Only one college stated that all the areas specified, i.e., census, economics, cultural, pupil data and handbook were discussed. Distributing teacher handbooks was mentioned by 10 institutions. Studying the cultural backgrounds of the children was specifically singled out by 4 respondents. Providing census or economic information or pupil data or studying school records, bringing resource people in from the school and community, distributing curricular materials and arranging

talks by administrators and university faculty members were all listed once as ways of providing information to the student teachers.

17. Follow-up studies of teacher education graduates to determine the type of teaching position obtained

<u>Institutions Responding "Yes"</u>	<u>"No"</u>	<u>No Response</u>
74%	23%	2%

Institutions which have carried out such studies are listed in Appendix 10.

18. Follow-up studies to obtain evaluation of strengths and weaknesses of the teacher preparation program

<u>Institutions Responding "Yes"</u>	<u>"No"</u>	<u>No Response</u>
65%	33%	2%

Questionnaires to students, graduates and principals were specified as the means of evaluation used by 10 of the 28 institutions who responded affirmatively. Other devices utilized to assess strengths and weaknesses include interviews, check lists, school visitations, periodic student reports, graduate theses, seminars and discussions, talks with administrators and supervisors and annual conferences on the campus with graduates. (See Appendix 15)

III. Staff Development _

1. Planned program of college staff observation and participation in the public schools

<u>Institutions Responding "Yes"</u>	<u>"No"</u>	<u>No Response</u>
28% (12 institutions)	70%	2%

In every case the faculty observation and participation were associated with the responsibilities involved in supervising student teachers and in some cases with consultation services to school systems. It would be safe to state that the student teaching supervisors have far more frequent direct

contact with the schools than do other members of the faculty. Student teaching supervisors almost always occupy the lower professional ranks and are less experienced in a given institution than are the other faculty members.

Efforts made to assure faculty observation and participation in schools serving disadvantaged pupils

<u>Institutions Responding "Yes"</u>	<u>"No"</u>	<u>No Response</u>
14% (61 institutions)	16%	70% (30 institutions)

With one exception, it was only the institutions with predominantly Negro student bodies which stated that most or all of their faculty members have continued contact with disadvantaged children.

2. Policies regarding faculty load, salary and promotion designed to encourage faculty participation in school studies

<u>Institutions Responding "Yes"</u>	<u>"No"</u>	<u>No Response</u>
42% (18 institutions)	56%	2%

Among the types of projects carried out by faculty members were consulting for Title I programs, development of teaching techniques and materials and evaluation studies in school systems in preparation for accreditation.

3. College staff involvement with local school district inservice programs concerned with disadvantaged children

<u>Institutions Responding "Yes"</u>	<u>"No"</u>	<u>No Response</u>
51%	44%	5%

Degree of involvement

<u>Slightly</u>	<u>Extensively</u>	<u>No Response</u>
26%	23%	51%

Almost all of the staff involvement was in connection with federal projects for disadvantaged children such as Title I programs, inservice institutes, Headstart programs, and remedial reading programs.

Types of university-school collaboration most needed

Suggestions made by the respondents included the following:

Improving public school curricula and the preparation of inservice teachers through workshops and conferences	11
Designing and evaluating teacher education programs including student teaching experiences.	8
Provision of consultative and field services to the schools. . .	4
Cooperative research and experimentation in the schools	4
University assistance with federal programs in the schools . . .	2
Selection of cooperating teachers	1
Staff development at the administrative and supervisory level .	1
Advanced placement programs.	1
Recruitment of teachers	1

4. Summer inservice workshops, conferences, etc., concerned with the disadvantaged

<u>Institutions Responding "Yes"</u>	<u>"No"</u>	<u>No Response</u>
49%	49%	2%

The summer workshops and conferences were predominantly those sponsored by the federal government, namely NDEA Institutes for Teachers of Disadvantaged Children, Institutes related to desegregation, Institutes for Teachers of Migrant Children, Institutes for Administrators of Title I Programs and Reading Institutes. The Office of Economic Opportunity sponsored Human Relations Institutes, Headstart training programs and Institutes for Teachers of the Culturally Deprived. Although the National Teacher Corps programs extended into the fall and winter semesters they have also been included here. (See Appendix 16)

5. Staff cooperation with school personnel in identifying disadvantaged pupils

<u>Institutions Responding "Yes"</u>	<u>"No"</u>	<u>No Response</u>
23% (10 institutions)	72%	5%

Faculty activities in this area included testing children for remedial reading and other special programs, identifying children for Title I programs (one institution helped write 300 school proposals), making Headstart surveys and analyzing data pertaining to school drop-outs.

6. College staff participation in developing teaching techniques, courses of study and materials to improve programs for disadvantaged pupils

<u>Institutions Responding "Yes"</u>	<u>"No"</u>	<u>No Response</u>
37% (16 institutions)	60%	2%

Teaching techniques and materials and curricula for disadvantaged students have been developed in social studies and science, language arts and reading. Attention has also been given to curriculum in Title I and National Teacher Corps programs. (See Appendix 17)

7. Significant changes in teacher preparation programs in vocational education

<u>Institutions Responding "Yes"</u>	<u>"No"</u>	<u>No Response</u>
2% (1 institution)	91%	7%

Although the formal preparation of teachers in the area of vocational education appears to be unaffected by the current emphasis on the problems of the disadvantaged child, numerous institutions are involved in programs which have a relationship to vocational education. During 1966-67, 77 Texas colleges participated in the federal work-study program giving part-time employment and facilitating the opportunity for higher education for 9,874 students. Many of these are future teachers.

Upward Bound programs designed to assist disadvantaged youngsters in obtaining a college education are scheduled at 5 Louisiana institutions and at 7 Texas institutions for 1967-68. (See Appendix 18)

The University of Texas at El Paso (formerly Texas Western College) is one of 10 colleges in the nation participating during 1967-68 in the Office

of Economic Opportunity demonstration program HEP. (High School Equivalency Program). In the El Paso program 50 young men and women from migrant families, ages 17 to 22, will attend the University to earn a high school certificate. The project is directed by Dr. Randolph H. Whitworth.

IV. Paraprofessionals

1. Staff participation in the recruitment, role definition and preparation of paraprofessional groups

<u>Institutions Responding "Yes"</u>	<u>"No"</u>	<u>No Response</u>
21% (9 institutions)	74%	5%

Teacher aides are being prepared in conjunction with Headstart programs and National Teacher Corps projects. (See Appendix 15)

2. Number of paraprofessionals involved

<u>0-50% paraprofessionals</u>	<u>51-100</u>	<u>above 100</u>	<u>No Response</u>
19% of institutions	0	5%	77%

3. Purpose for which paraprofessionals were prepared

A few answers indicated "for general assistance to the teacher."

4. Follow-up studies of paraprofessionals

<u>Institutions Responding "Yes"</u>	<u>"No"</u>	<u>No Response</u>
0	58%	42%

Graduate Level Teacher Education

1. Provision for instruction at the graduate level to prepare teachers to teach disadvantaged children

<u>Institutions Responding "Yes"</u>	<u>"No"</u>	<u>No Response</u>
19% (8 institutions)	49%	33%

Courses considered by the respondents to be related to teaching disadvantaged children included remedial reading and remedial mathematics, problems in educating the emotionally disturbed, education of the physically handicapped, communication disorders, teaching the Spanish-speaking child and urban problems and the American school.

2. Seminars, workshops and other inservice instruction concerning the disadvantaged child

<u>Institutions Responding "Yes"</u>	<u>"No"</u>	<u>No Response</u>
35% (15 institutions)	35%	30%

Most of the respondents indicated that their federally-sponsored institutes were for inservice teachers. Eight institutions indicated they have courses, workshops, and seminars for inservice educators. (See Appendix 20)

3. Masters' theses and doctoral dissertations dealing with the preparation of teachers of disadvantaged children

<u>Institutions Responding "Yes"</u>	<u>"No"</u>	<u>No Response</u>
7% (3 institutions)	65%	28%

Very few theses or dissertations have dealt specifically with the preparation of teachers for disadvantaged children. However, several of the studies reported do include elements of teacher education which are relevant. (See Appendix 21)

V. Early Childhood Education

1. Undergraduate programs for preparing nursery school and/or kindergarten teachers

<u>Institutions Responding "Yes"</u>	<u>"No"</u>	<u>No Response</u>
33% (14 institutions)	67%	2%

Nursery school and kindergarten programs are offered either entirely by or in cooperation with Home Economics Departments. Three programs certify teachers from nursery school through Grade 3. (See Appendix 22)

2. Provisions in the preschool program for preparing teachers to work with disadvantaged children

<u>Institutions Responding "Yes"</u>	<u>"No"</u>	<u>No Response</u>
12% (5 institutions)	44%	44%

The institutions with predominantly Negro student bodies are those which give major emphasis to working with disadvantaged children in their preschool programs.

3. Number of nursery school and/or kindergarten teachers who are graduated annually

<u>0-25 teachers</u>	<u>No Response</u>
42% of institutions (18)	58%

4. Percentage of nursery school and/or kindergarten teachers who will work with disadvantaged children

<u>0-25% of graduates</u>	<u>26-75% of graduates</u>	<u>76-100% of graduates</u>
23% of institutions (10)	0% of institutions	7% of institutions (3)

<u>No Response</u>
70% of institutions (30)

5. Plans to develop a program for early childhood education during the next 5 years

<u>Institutions Responding "Yes"</u>	<u>"No"</u>	<u>No Response</u>
44% (19 institutions)	16%	40%

Institutions which replied affirmatively in Texas included Texas A & M University, University of Houston, The University of Texas, Texas Woman's University, Lamar State College of Technology, Stephen F. Austin College, Texas Southern University, North Texas State University, Texas Christian University, Trinity University, The University of Corpus Christi, Texas College of Arts and Industries, and Huston-Tillotson College.

In Louisiana a program has been in effect at Xavier University for one year. Courses have been structured at Northeast Louisiana State and a curriculum has been outlined at Southern University. The University of Southwestern Louisiana is hoping to expand its program and Dillard University is discussing combining its nursery, kindergarten, and primary grades program into one curriculum.

VI. 1. Aspects of Preservice and Graduate Training of Teachers of Disadvantaged Considered Most Effective

Those aspects designated as most effective are:

Directed Laboratory experiences with disadvantaged children under
competent careful supervision. 7

The development of better understanding of the social and psychological
forces affecting disadvantaged children. 5

The opportunity to experiment, carry out research and make
studies 3

Seminars, workshops and conferences with specialists and
consultants 3

Working with professors and teachers who believe these children can
achieve and who demonstrate successful techniques of motivation and
teachings 2

2. Criteria and evaluation practices for preparing teachers of disadvantaged children

The respondents indicated that they advocated the following:

Evaluation of on-the-job performance after graduation, especially in
the first year 6

Long range studies of the performance of teachers and children. 2

Performance in student teaching 2

The number of teachers who elect to teach disadvantaged youth after
graduation 1

Conferences to evaluate changes in teachers, parents and
children 1

Papers written by students regarding their experiences with
disadvantaged children 1

VII. Program Recommendations

Major changes advocated by the respondents to improve the education of teachers who work with disadvantaged children,

The institutions involved in this study recommended the following modifications of teacher education programs:

More supervised, professional laboratory experiences with the disadvantaged 24
(included were laboratory experiences prior to student teaching, a broader base of contacts with different grades or kinds of children, internship programs, teaching adults in basic education courses, working with children in all four undergraduate years, required student teaching in disadvantaged communities, participating as aides in school systems and having contacts with preschoolers and their parents.)

Required professional courses on the teaching of disadvantaged children. 10

More emphasis on and revision of, psychology and educational psychology courses 10
(included were the elimination of stereotyped ideas about how children learn, more attention to the many kinds of differences in all children, individualized instruction and child study laboratories on campus where controlled experimentation with learning theories could be carried out.)

Well-planned directed observations in schools where there are disadvantaged youth 6
(included were suggestions to use closed circuit television.)

Relating all professional courses to the teaching of disadvantaged children, changing the content and methodology where necessary 6

Developing professional curricula specifically for the teaching
of disadvantaged children 5
(included were early identification of potential teachers for this purpose,
certification by the state, encouraging more Teacher Corps projects and
relaxation of state requirements to permit experimentation with innovative
approaches.)

Recruiting and preparing college teachers who are skilled in the area
of the disadvantaged child. 4

Establishing demonstration centers in colleges where effective
teacher education programs can be studied 3

Wider use of consultants including experienced school personnel in
teacher education programs 2

More emphasis on sociology including having sociology as a concentration
area 2

More attention to the preparation of supervisors for rural
schools 2

Libraries of films and filmstrips on the disadvantaged child
available on campus for teacher preparation 1

Making community surveys a part of professional preparation . . 1

Media centers on campus 1

Identifying the specific characteristics of particular populations
of disadvantaged children 1

More course credits for professional education 1

Certification of teachers by proficiencies rather than by credits
and courses 1

More emphasis on diagnosis-prescription in teacher preparation . 1

Coordination of subject area disciplines 1

Requiring future teachers to make instructional materials specifically for disadvantaged children	1
Preparing teachers for ungraded classrooms	1
Making summaries of research and descriptions of successful programs available to colleges and schools	1
Expansion of extension program to take relevant courses to inservice teachers	1
Follow-up studies of graduates to evaluate the teacher education program	1
New college programs in counseling and guidance for disadvantaged children	1
Meeting of top level college and school personnel to develop teacher education programs	1



Part III

Teacher Education Survey

Part III

Teacher Education Survey

Introduction

The nation's attention has been turned in recent years toward the education and welfare of disadvantaged children. Large investments of time and resources have been made through school districts, state departments of education, and research and development centers.

One promising agency for change in education is the teacher education institution. The Southern Education Reporting Service recently conducted a study to determine what was being done in teacher education institutions to prepare graduates for effective work with culturally and economically disadvantaged children. (Reported by Dr. John Egerton, Southern Education Report, April 1967). A questionnaire, the Teacher Education Survey, was sent to 414 teacher preparation institutions in 17 southern and border states and the District of Columbia. In addition, educational leaders were contacted throughout the United States. Replies were received from 281 institutions. The Southwest Educational Development Laboratory's Project for Preparing Teachers for Disadvantaged Children cooperated in gathering this data from the colleges and universities in Texas and Louisiana. Replies were received from 60 institutions in the two state region, and this information has been utilized in preparing the following report.

Teacher Education Survey

Results

Ninety-seven percent of those responding agreed that teacher education institutions have a special responsibility to improve the education of the

Table 1

TEACHER EDUCATION SURVEY
SOUTHERN EDUCATION REPORTING SERVICE

1. Since 1961, has your institution made any changes in curriculum, faculty, course offerings or teaching methodology specifically for the purpose of expanding or improving the preparation of new teachers to work with culturally disadvantaged children? If so, please specify what changes have been made. (Any written reports or articles dealing with what your school has done or is doing would be appreciated.)

2. To what extent do you feel your graduates are prepared to teach culturally disadvantaged children?

Very well prepared - 10%
Fairly well prepared - 75%
Not very well prepared - 10%
Poorly prepared - 5%

3. Training teachers to teach the disadvantaged is

- (a) No different from training teachers in general - 3%
- (b) Different enough that it should be given some attention in all teacher-training programs - 79%
- (c) So different that it should be made a special field of study in itself - 15%
- (d) No response - 3%

4. Are more of your teacher candidates doing practice teaching in poor neighborhood schools than was true five years ago?

Yes - 36%
No - 63%

5. Are more of your teacher-education graduates taking jobs in poor neighborhood schools than was true five years ago?

Yes - 28%
No - 65%
No response - 7%

6. Do you feel any of the following approaches offer promising and appropriate ways for elementary and secondary schools to improve the education of disadvantaged children:

National Teacher Corps: Yes - 49%; No - 45%; No response - 6%
Teacher Aides: Yes - 64%; No - 29%; No response - 7%
Certification of college graduates: Yes - 54%; No - 40%; No response - 6%

TEACHER EDUCATION SURVEY
(Continued)

7. Is your institution involved in any way with the preparation of Teacher Corpsmen, teacher aides or college-educated but noncertified adults?

Yes - 34%
No - 66%

8. Is your institution involved in any public or private program designed specifically to improve the education of disadvantaged people?

Yes - 52%
No - 48%

If so, please specify; if not, would you consider such involvement appropriate?

Yes - 64%
No - 4%
No response - 32%

9. The federal government in recent years has placed special emphasis on the education of culturally and economically handicapped people. Do you believe teacher-training institutions in general have a special responsibility to help improve the education of the disadvantaged?

Yes - 97%
No - 3%

Do you believe these institutions are actively attempting to bring about such improvements?

Yes - 82%
No - 18%

10. In your opinion, is the current attention being given to teaching the disadvantaged

- (a) Only a passing fad of no lasting significance - 2%
- (b) Basically of political origin, generated and financed by the Federal Government - 3%
- (c) Long-overdue recognition of a fundamental weakness in American education - 81%
- (d) The first step toward federal control of schools - 10%
- (e) A piecemeal attempt at educational reform - 31%

11. Are there any changes your institution would like to make, or intends to make, which would better prepare your teacher candidates for teaching the disadvantaged? Please specify. (See Appendix 24)

disadvantaged. While acknowledging such concern, 31 percent of the institutional representatives indicated that current attention to teaching the disadvantaged was a piecemeal attempt at educational reform.

Only 10 percent of the respondents believed their graduates were "very well" prepared to teach the disadvantaged. Responses from 75 percent of the institutions indicated a belief their students were "fairly well" prepared to teach the disadvantaged. This response does not appear to be based on a general belief that the disadvantaged require no special methods of teaching. In fact, 79 percent indicated that educating the disadvantaged is different enough to receive some attention in all teacher preparation programs. Only 15 percent, however, were convinced that educating the disadvantaged should be considered a special field of study. Present curricula in teacher preparation institutions reflect this lack of specialization.

These respondents generally acknowledged shortcomings in preparation programs for teaching the disadvantaged. Although 97 percent indicated a feeling of responsibility for improvement, only limited changes had taken place since 1961 in curriculum, faculty, course offerings, or teaching methodology.

Those that had made changes reported curricula reflecting an awareness and interest in the special problems of the disadvantaged child. Although program appraisal was being conducted at several institutions, this was not followed by specific curriculum changes. Sacred Heart Dominican College in New Orleans and the University of Texas reported that many of their students

were involved in tutoring disadvantaged students to gain some understanding of the problems. Tutoring was conducted on a voluntary basis at both institutions.

A curriculum for guidance counselors had been introduced at Southwestern Louisiana. The University of Texas in Austin introduced an optional curriculum including language arts methods and laboratory experiences with the disadvantaged. The University of Houston reported a recent attempt to select faculty with competency in the teaching of the disadvantaged. Loyola University in New Orleans reported faculty publications dealing with the disadvantaged.

Specific courses have been added in 8 institutions dealing directly with the problems encountered in teaching the disadvantaged. Three institutions have new courses dealing with the psychology of the disadvantaged child. Generally, courses have been modified to include materials concerning the disadvantaged. Two other colleges and universities reported new emphasis on educational sociology courses and an interdisciplinary approach. In areas with large concentrations of Spanish-speaking children, 2 institutions were offering courses in teaching English as a second language. Southern University at Baton Rouge was the only institution that required a course on the psychology of the disadvantaged.

Supervised observation and student teaching in disadvantaged areas have been initiated. Thirty-six percent of the institutions reported that more teacher candidates were student teaching in poor neighborhoods in 1965-66 than in 1960-61. Three schools gave examples of their programs. Louisiana State University in New Orleans had a program of dual or diversified teaching involving nine weeks working with middle class and nine weeks with disadvantaged children. In addition, each student spent 100 hours as an aide in a deprived area school. The University of Houston reported student teaching

programs in disadvantaged areas, and children were brought from these areas to the campus for demonstrations. Midwestern University was using video tapes for instruction of future teachers.

More emphasis appears to be placed on inservice training of teachers of the disadvantaged than on their preservice preparation. Ten colleges listed summer institutes for teachers of disadvantaged children. Others indicated they had workshops for Headstart teachers.

Fifty-two percent of the respondents indicated an involvement in both public and private programs designed to improve the education of the disadvantaged. Only 4 percent indicated they did not consider such involvement appropriate. In addition to the federally-sponsored summer institutes indicated above, five of the responding institutions provided consultative services to local school districts with programs under Title I and Title III, ESEA.

Five responding colleges and universities were involved with Headstart programs. Louisiana State University, Northwestern University, University of Houston, and Incarnate Word College were assisting in preparing Headstart teachers. Tulane University and The University of Texas were conducting Headstart Research and Evaluation Centers. Four colleges in Texas and Louisiana were focusing attention upon the problems of young adults. Huston-Tillotson and Texas College were offering remedial programs for college freshmen. Dominican College and Bishop College were providing adult education courses.

The Teacher Education Survey elicited responses concerning the relevance of three specific approaches for improving educational opportunities for the disadvantaged. The responses indicated interest within the institutions in the training and use of teacher aides (yes - 64 percent, no - 29 percent) as well as the certification of college graduates (yes - 54 percent, no - 40 percent) from other fields. Slightly less relevance was assigned to the National Teacher Corps (yes - 49 percent, no - 45 percent). However, the institutions are conducting little training in these fields. Only 34 percent indicated they were involved. East Texas State University and Texas A&I University were the only institutions indicating the presence of a National Teacher Corps program.

In spite of the avowed interest in the education of the disadvantaged child, 81 percent believe that attention to teaching the disadvantaged is a "long-overdue recognition of a fundamental weakness in American education." Apparently little is being done by the teacher education institutions to prepare their graduates for such work. Many of these institutions, however, are planning future programs based upon the present needs. For example, at the University of Houston and Louisiana State University, plans for the future involve a continuation of existing programs for the disadvantaged that were successful in past years. Greater emphasis was being planned for these programs, but the format would remain essentially the same.

Changes in the curriculum for prospective teachers that institutions "would like to make, or intend to make" were noted by 27 of the responding institutions (Appendix 24). Nine colleges indicated the most important change they could make would be to provide their students direct contact with the

disadvantaged child. This contact could occur through observation, laboratory experiences, serving as teacher aides, volunteer tutoring, or student teaching. Only 5 institutions were making plans for an area of specialization. An interdisciplinary approach was suggested by 3 schools involving broader applications of sociology and anthropology to education. Five responded that changes would focus more emphasis on the disadvantaged child in the traditional course offerings and that specialized certification programs would be established. Specific courses dealing with the psychology of the disadvantaged child were being added to the curriculum at 5 colleges and universities.

Capsuled, this study indicates that teacher preparation institutions in Texas and Louisiana are doing little to prepare teachers specifically for working with the disadvantaged. However, the study indicates that the leadership in the institutions believe considerably more should be done.



Part IV

Summary and Conclusions

Part IV

Summary and Conclusions

Public School Survey

A random sample of all Title I elementary schools in Texas and in Louisiana was taken to select 35 Texas and 8 Louisiana institutions. A comprehensive survey form was administered in person by SEDL Area Coordinators and project staff members. Securing 100 percent response from all teachers and principals in the sample is considered a strength of this study. A second positive feature is the context and manner of response. The teachers and principals responded to the survey items in a group-meeting context with a SEDL representative present as director. There was no opportunity nor need for individuals to collaborate on response items. The survey form is quite extensive and the discussion section itself represents a condensation of response information. Therefore, the following conclusions should be considered as representative rather than complete.

1. Special personnel, visiting teachers, school psychologists, counselors, nurses, and special education teachers are in short supply. Instructional supervision appears to be in a better position with one-third of the schools reporting more than 3 actively working.
2. Principals do not agree on criteria for selecting teachers of the disadvantaged. Many apparently do not believe that teaching the disadvantaged requires special skills. They predominantly believe that sex and age are important criteria for teacher selection, yet very few males are available in elementary schools.

Principals are about equally divided on assigned importance of race in selecting teachers. Marital status was assigned degrees of importance ranging from extremely important to completely unimportant.

3. Principals do not equate grade-point with education. All believe education is important for teachers of the disadvantaged, but 38 percent believe that grade-point average is either not very important or completely unimportant.

Among four general criteria for teacher effectiveness, principals rated interest in the disadvantaged highest. Experience in teaching, subject matter competency and familiarity with the social and psychological make-up of the disadvantaged also were given high priority.
4. Almost universal agreement exists among principals and teachers on general objectives of programs for the disadvantaged gleaned from professional literature. There is considerably less agreement on methods for attaining these goals.
5. Practice in the schools is lagging behind knowledge and belief. A wide disparity exists between practices discussed and recommended in professional literature and those utilized in the schools. About half the schools are using most of the practices noted in the survey.
6. Principals believe that such criteria as motivation to learn, understanding of social and psychological factors, and teaching styles are more important than physical health, parental involvement, and degree of absenteeism in judging success of programs for the disadvantaged.

7. School-sponsored inservice programs are used more frequently than any other type of non-college training programs for dealing with problems related to the disadvantaged. The fact that 84 percent of the teachers and 70 percent of the principals have never attended a professional organization conference dealing with problems related to the disadvantaged should be of some concern to educators. Similarly, 41 percent of the teachers and 19 percent of the principals apparently have never attended any program, inservice or otherwise, dealing with such problems.
8. Principals are more optimistic than teachers regarding the level of preparation of their school staffs to teach disadvantaged children. Not one principal believed his staff is very poorly prepared or extremely unprepared. Four percent (33) of the teachers believed this to be the case and some of the 120 teachers failing to reply to this item may concur.
9. Most of the schools are conducting periodical inservice programs; 61 percent (481) of the teachers and 80 percent (37) of the principals noted that they were holding several meetings or regular meetings each year. But according to 23 percent (183) of the teachers and 13 percent (6) of the principals, inservice programs are held on an informal basis or not held at all. One-third of the teachers and principals replied that 41 percent to 100 percent of the inservice programs are devoted to problems related to the disadvantaged.

School administrators assume greater responsibility for leadership roles for inservice training than any other resource people.

It appears that administrators are assuming the role of intellectual leaders in their schools. The relatively limited utilization of psychological consultants and social workers appears to be dissonant with the importance attached by teachers and principals to psychological and sociological goals.

10. According to 40 percent of the teachers and 57 percent of the principals, their schools employ paraprofessionals in working with the disadvantaged. Paraprofessionals are engaging in a wide range of duties that free the teacher to teach. Major duties are of a clerical and tutoring or small group nature. They perform total class teaching duties on a very limited basis. Respondees believe that adults with some college training and college students are most successful in paraprofessional roles. Parents from the culture of the disadvantaged are considered less successful than any other choice.
11. Remedial programs in reading and language were assigned highest priority among 26 suggested practices gleaned from professional literature (95 percent of the teachers and 96 percent of the principals). Next in order of importance are increasing kindergarten facilities, remedial programs in basic skills, tutoring, and small group instruction, and cultural activities and field trips. Extending the school term and extending the school day ranked a poor last. In fact, these are the most unpopular items on the entire survey. Among the teachers responding, 78 percent (622) indicated that extension of the school term is only slightly needed to completely unneeded and 87 percent (689) of the teachers responded similarly in regard to lengthening the school day.

Summary and Conclusions

College and University Survey

It must be acknowledged at the outset that this Survey reveals weaknesses characteristic of studies based on questionnaires and interviews. The report is representative of 65 percent of the graduates of the teacher education programs in the two states. It represents returns from 73 percent of the state institutions in Texas, 88 percent of the state institutions in Louisiana, 66 percent of the private institutions in Texas, but only 29 percent of the private institutions in Louisiana. It does not represent all the institutions which prepare teachers in the two states.

In some cases, information from individual institutions was not complete. A thorough study of an institution's program necessitated contacting numerous departments and individuals and making a search of the library for masters' theses and doctoral dissertations. This could not always be done.

On the basis of the returns, however, some conclusions seem warranted.

1. There is a growing recognition of the need for revision in traditional teacher education programs in order to prepare better teachers for disadvantaged children.
2. Supervised laboratory experiences with youngsters from deprived backgrounds are considered important and were advocated by more than half the institutions. However, 60 percent of the institutions do not offer student teaching in urban, deprived areas where concentrations of poor children are found. The colleges seem to be tied to the schools which are nearby for their laboratory experiences. This implies either that

the institutions in major cities like Dallas, Houston, and San Antonio need to focus heavily on their disadvantaged populations or that other large institutions, not located in a major metropolitan area, need to investigate the placing of large numbers of student teachers in urban areas under resident coordinators.

3. Federally-supported programs such as the Institutes for Teachers of Disadvantaged Children and the National Teacher Corps programs actually dominate the scene in the two states. If these programs were taken away very little would be left. Only 3 institutions have special programs and the availability of courses on the disadvantaged child is meager. On the other hand, the content of many professional courses includes work related to the child from a deprived background so that it is likely that most of the student teachers have some understanding of the problem.
4. Research projects are relatively few. Only one institution listed masters' theses and doctoral dissertations in the area. The importance of the projects underway becomes obvious as institutions and schools search for guidelines for curriculum revision. Research projects appear to favor studies of Spanish-speaking poor children rather than Negro or white youngsters.
5. In general, the recruitment and training of paraprofessionals is receiving little attention. We are, therefore, far behind the medical profession which has established standards, licenses and requirements for many categories of aides.
6. Very few programs exist for the preparation of teachers for preschool disadvantaged children. Should the state provide support for public school kindergartens in the near future, many institutions will proceed rapidly with new programs for nursery school and kindergarten teachers.

7. A need exists for a clearer definition and description of disadvantaged children. Some of the responses indicated that those youngsters are being categorized with mentally retarded and emotionally disturbed children.
8. Institutions with predominantly Negro student bodies have been coping with the problem of teaching disadvantaged children for many years. These institutions and their graduates and faculties represent in many cases an untapped resource in the search for answers.
9. There is a need for faculty meetings to consider this problem. Apparently faculty members are not always aware of programs which exist in their own institutions. Projects listed in published reports were not always cited by the respondents.
10. Research and experimentation in the two states related to disadvantaged children is not being reported or disseminated as it should be. There is a dearth of writing in the professional journals regarding the studies going on in Texas and Louisiana. It is hoped that this report will result in a better exchange of ideas and the stimulation of more innovative programs and research.

Summary and Conclusions

Teacher Education Survey

Eighty-one percent of the education deans, department heads and professors, representing 60 teacher training institutions in Texas and Louisiana, view the problem of educating the disadvantaged as "a long over-due recognition of a fundamental weakness in American education." Seventy-nine percent regard training teachers of the disadvantaged as "different," and 97 percent believe that teacher training institutions have a special responsibility to help improve the education of the disadvantaged. Yet, according to the College and University Survey involving most of these same schools, 91 percent have "no program specifically designed to prepare teachers of disadvantaged children," and 86 percent have no required courses, seminars, workshops or field experiences.

1. Among the respondents, 75 percent believe their students are "fairly well prepared," but only 10 percent feel they are "very well prepared" to teach disadvantaged children.
2. Revisions since 1961 in curriculum, teaching methodology and faculty, specifically for expanding or improving the preparation of new teachers to work with culturally disadvantaged children, revealed little pattern of consistency. Although program appraisal is being conducted at several institutions, this is not reflected in specific curriculum changes.
3. Specific courses have been added in 8 institutions dealing directly with the problems encountered in teaching the disadvantaged. Three have new courses dealing with the psychology of the disadvantaged child. These represent modifications to include material concerning the disadvantaged. Two additional institutions reported new emphasis on sociology courses and an interdisciplinary approach; two are offering courses in teaching English as a second language.

4. Supervised observation and student teaching in disadvantaged areas have been initiated. Thirty-six percent of the institutions reported that more teacher candidates were student teaching in poor neighborhoods in 1965-66 than in 1960-61. Three schools gave examples of their programs.
5. More emphasis is being placed on inservice training of teachers of the disadvantaged than on their preservice preparation. Ten colleges listed summer institutes for teachers of disadvantaged children. Others indicated they hold workshops for Headstart teachers.
6. Fifty-two percent of the respondents indicated an involvement in both public and private programs designed to improve the education of the disadvantaged. Only 2 percent indicated they did not consider such involvement appropriate. In addition to the federally-sponsored summer institutes noted above, 5 of the responding institutions provide consultative services to local school districts with programs under Title I and Title III, ESEA.
7. Six responding colleges and universities have been involved in Headstart programs. Two are conducting Headstart Research and Evaluation Centers. Others are engaged in such activities as adult education, remedial programs for college freshmen and exploring problems of young adults.
8. Insecurity about appropriate direction was accentuated by the replies to the question: "Are there any changes your institution would like to make, which would better prepare your teacher candidates for teaching the disadvantaged?" For whatever reason, less than half of the 60 institutions responded and the responses represented generalities of limited value in planning programs. Failure to solicit a single recommendation that has not been discussed repeatedly in educational literature should stimulate concern and creative effort among educators.

Implications for Research and Practice

On the basis of the data from the three surveys reported herein, the following implications are presented by the Project Director. No attempt has been made to assign degrees of importance to all the implications.

Public School Survey

1. The active selection, training, and recruitment of male teachers, social workers, counselors, nurses, supervisors, paraprofessionals and other special personnel appear to be sorely needed.
2. Research is needed to verify or reject the beliefs of school personnel that the teacher's sex and age are important factors in working with disadvantaged children.
3. Complete agreement by respondents that interest of teachers in disadvantaged children is "very" or "extremely" important should be critically examined. How can such interest be quantitatively determined? How is it manifested?
4. The selection of teachers to work with disadvantaged children appears to be little more than guesswork. Research should be conducted to determine if the successful teacher of the disadvantaged has unique characteristics. A suggested design should approximate that utilized by Robert Hess, University of Chicago, in his study of cognitive styles of lower and middle class mothers and their children, substituting "good" vs. "poor" teachers for mothers in standardized teaching encounters. (See Hess and Shipman, Child Development, December, 1965.)

5. The question of race in the selection of teachers of disadvantaged children appears to be a prevailing issue. Split responses regarding race imply that continuing education is needed to assist principals and teachers in placing the issue in proper perspective.
6. The large gap existing between belief and practice in programming for the disadvantaged suggests alternate and perhaps overlapping implications: (1) Educators are playing follow-the-leader in their overwhelming ratification of practices expounded in professional literature but they have nothing more appealing to substitute and/or (2) these practices actually represent the best thinking available but educators are unable to implement them because of lack of funds and/or know-how. In relation to the second possibility, it is quite likely that failure to program for general objectives resides in limited understanding about their elemental components. Educators should attack these generalized objectives in an analytical fashion directed toward the construction of step-by-step programming for the classroom teacher. Priorities should be established. The rankings assigned by the respondents in this study represent a point of departure toward these ends.
7. The relatively high degree of importance assigned to "motivation to learn" as a criteria for judging success of programs for the disadvantaged suggests that research studies and experimental programs be initiated to provide direction in programming for motivational purposes. On the basis of responses, social and psychological factors should take precedence over physical factors in programming for the disadvantaged, but it is generally agreed that all areas of human development are critical factors to be considered by educators.

8. Teachers and principals in Title I schools are not receiving systematic, continuing training for working with the disadvantaged. The fact that only 13 percent of the Title I teachers and 30 percent of the principals have ever attended a professional organization conference dealing with problems of the disadvantaged should be of some concern to educators. Headstart has been a significant factor in teacher training. It seems imperative that individual schools find ways to ensure continuing education beyond dependence upon federal sources. Since teachers and principals reject the notion of extending the school day or term, provisions for additional inservice training must somehow be built into the context of the regular schedule. Utilization of paraprofessionals offers one alternative.
9. Despite the disparity between program objectives and program practices, most teachers and principals believe their staff is fairly well to extremely well prepared to work with the disadvantaged. The higher degree of optimism among principals is probably related to their role responsibility. If the responses to the various areas of the survey represent fact, teachers are awaiting leadership and/or resources to place their knowledge and beliefs into practice.
10. Since school administrators are assuming the major leadership roles in the inservice training programs that exist, comprehensive steps should be taken to provide appropriate training for such roles. It appears likely that teachers are needing and seeking intellectual leadership from their administrators. Such a need implies that administrators must increasingly view their roles as instructional and program their time and energy accordingly. The utilization of psychological and sociological

personnel in training programs is too limited, judging from the high degree of importance attached to psychological and sociological goals by teachers and principals.

11. About half the Title I schools are utilizing paraprofessionals. Adults with some college training and student teachers are considered most successful among the various background types employed. The failure of public schools and teacher education institutions to utilize student teachers in a professional role represents a critical malpractice in education. Agreements should be sought whereby student teachers are regularly placed in positions of responsibility in schools for the disadvantaged. Training should be shifted from the teacher education institution toward the public school in collaboration with college and university personnel. Participation should be programmed well in advance so that teachers and administrators could expect and get active participation on a regular basis. Such steps can drastically lower the teacher-pupil ratio in impacted area schools and serve to demonstrate the value of such co-operation.

Paraprofessionals are freeing the teacher to teach through the assumption of clerical duties. In addition, they are assuming small group instructional roles and, less frequently, total group teaching. The responses suggest that the utilization of parents from the culture of the disadvantaged as paraprofessionals should be re-examined. The rapid increase in the use of paraprofessionals suggests that careful experimentation be conducted to define appropriate roles. The degrees of importance of various paraprofessional tasks that were assigned in this study provide a basis for initial investigation. It is painfully evident (national teacher shortage, etc.) that the preparation and utilization of paraprofessionals must be accelerated.

12. Among 26 proposed practices, teachers and principals gave remedial programs in reading and language highest priority, followed closely by increasing kindergarten facilities, tutoring and small group instruction and cultural activities and field trips. If research, opinion of writers, and the responses to this survey are accepted as guides for practice, language programs and early childhood education must be assigned considerable relevance in the education of the disadvantaged. Language program modifications are well within the domain of existing educational resources. On the other hand, carefully calculated steps must be taken to ensure the downward extension of schooling for all disadvantaged children. The age for optimum compensation is much younger than many educators and most laymen are now willing to accept. This should not be allowed to cloud the fact that universal kindergarten attendance, though essential, represents only a first step. Priorities should be established to ensure that disadvantaged children are first to attend and that language development be given appropriate attention.
13. Extending the school term and extending the school day were the most unpopular items on the survey. This feeling parallels the views expressed on other studies reported in the literature. This may be interpreted to mean that educators wish to establish quality within the existing time boundaries and/or that teachers have reached the limits of their endurance. A recent NEA survey indicated that teachers are already spending 50 hours per week in school related duties. Extension of the school day/term should not be confused with supplementation or enrichment of existing programs. It appears that educators should examine alternatives very carefully before proceeding to extend the school day/term. Extension is obviously not in character with the expressed need to provide for more and better inservice training.

College and University Survey

1. Negro institutions have been involved with the problem of educating disadvantaged children for many years. Their resources should be utilized fully in the development of programs.
2. An area clearing house is apparently needed to collect and disseminate information about existing and planned programs for the disadvantaged. Coordinated experimental efforts seem desirable. The federally-sponsored summer institutes offer a rich opportunity for research and dissemination coordination. To date the compensatory efforts of colleges and universities appear to be largely isolatory in nature and dissemination of information about these efforts is limited.
3. There is little evidence of carefully planned collaboration between teacher education institutions and public schools toward the provision of systematic laboratory experiences with disadvantaged children. Institutions actively should seek cooperation in providing laboratory experience with disadvantaged children for prospective teachers. In order to gain proper perspective, students may require laboratory experience with both disadvantaged and non-disadvantaged children. Such experience, however, will have little positive effect in isolation of carefully organized analysis of teacher behaviors and child behaviors. The use of resident coordinators should be explored to ensure that prospective teachers have the opportunity to participate in the teaching-learning process with disadvantaged children in both rural and city slums.
4. Educators should take steps to make public schools centers of learning for both children and teachers. Public schools, colleges, and universities should be developed to the point where each is considered an extension of the other in regard to teacher training.

5. The utilization of approaches stimulated by federal funds that have been effective - workshops, institutes, inservice, etc., - should be built into the regular programs of institutions. The dearth of teaching material for the disadvantaged, currently being filled by commercial publishers, should stimulate institutions to promote the development of materials appropriate to local and regional needs. The tendency to allow materials developed elsewhere by others to control classroom teaching-learning is nowhere more obvious in its negative effects than in the education of the disadvantaged.
6. The tendency to deny college training to youth from disadvantaged areas on the basis of grade-point and entrance examination scores should be re-examined. Obviously, education should be designed to accommodate the people it serves.
7. Colleges and universities are training paraprofessionals only in connection with federal programs. The mounting trend toward their utilization in the schools implies that programs for their training be implemented. Currently, little direction toward this end is available. Research and experimentation should accompany training and follow-through efforts.
8. The training of graduate level students to work with the disadvantaged is largely haphazard in nature. The responses to the three parts of this survey suggest that specialized programs may be appropriate for some teacher education institutions.
9. Colleges and universities are far ahead of state legislatures and state agencies in recognizing and acting about the established need for pre-school programs. Fourteen institutions presently have teacher training programs and 12 additional institutions plan to establish programs within 5 years. The prevailing early childhood programs in departments of home

economics should be accepted for their strengths, extended, and improved to contribute more effectively to teacher education. The fundamental weakness of failure to recognize and provide early childhood education for all disadvantaged children suggests renewed effort toward demonstration through model preschool programs, careful evaluation, and thorough dissemination. It seems relevant to note that preschool education is essential for the disadvantaged and nice for all children.

10. College and university personnel agree with public school personnel that social and psychological forces affecting disadvantaged children are of great importance. Directed laboratory experiences and opportunities to experiment and conduct research are considered effective program aspects. These and other recommendations by teacher education personnel cited in this survey should be given attention in the development of programs.

Teacher Education Survey

1. The discrepancy between belief and practice in teacher education reveals limited promise for developing imaginative programs for the disadvantaged. It is imperative that ways be found to involve more institutions in a comprehensive attack upon educational problems imposed by impoverished living. It appears that three major barriers are present: lack of know-how, lack of motivation, and lack of leadership from high-level policy initiators such as college and university deans and department heads.
2. The relatively high degree of failure among compensatory programs to alter significantly the effects of impoverished living suggests two major alternatives: (1) Start earlier. (2) Operate from innovative sets of assumptions. The first awaits legislative support. The second requires courageous innovative programming and careful evaluation. A think team composed of the most creative individuals available should be organized and supported for planning, conducting, and evaluating radically new approaches to teacher training and compensatory programming. It should be borne in mind that truly creative approaches initially may appear absurd for they have no known referents. One promising but largely unexplored avenue for financial support of such efforts would involve taking the initiative from publishing companies and electronic firms to form research partnerships between educational institutions and private corporations. Among the few trustworthy generalizations emerging from educational research is that almost invariably everyone involved in experimentation profits from the experience. Openness to experimentation appears to be essential for educational progress.



Appendices

Appendix i

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY Project for Teachers of Disadvantaged Children

PROGRAM

Texas Southern University
Houston, Texas
Sunday, February 5, 1967

10:00	GREETINGS	Dr. John Lash Texas Southern University
	INTRODUCTION OF STEERING COMMITTEE AND GUESTS	Dr. Edwin Hindsman Executive Director Southwest Educational Development Laboratory
	INTRODUCTION TO PROJECT	
10:30 a.m.	SYMPOSIUM	Project Staff Dr. Joe L. Frost Dr. Daniel Price Dr. Yvonne Lofthouse Dr. Earl McCallon
12:00 noon	LUNCH	
1:00 p.m.	DISCUSSION OF PROPOSAL- FEEDBACK FROM STEERING COMMITTEE	
2:00 p.m.	COMPENSATORY EDUCATION PROJECTS AT TEXAS SOUTHERN UNIVERSITY	Dr. John Lash
3:00 p.m.	ADJOURNMENT	

February 5, 1967

I. Welcome by Dr. John Lash (TSU)

II. Dr. Edwin Hindsman, Executive Director, SEDL

Background information on formation of project and financing. Discussed relevance of activity to Laboratory purpose: close relationship between this and existing programs.

III. Introduction of Steering Committee by Dr. Joe Frost

Mr. John Higgins, AACTE, Washington - Inter-Institutional Development Project (AACTE)

- A. Purpose:
- (1) Preparation of teachers (teachers of teachers and programs)
 - (2) Long-term potential
 - (3) Identify with school districts
 - (4) Hope that program will deal with issues in teaching "disadvantaged"
 - (5) Must stay in NDEA guidelines

B. Question of whether base-line survey is appropriate to NDEA guidelines (AACTE) was raised and discussed.

IV. Brief description of aims and methods of project by Dr. Joe Frost - introduction of staff

A. Dr. Price - discussed sociological aspects of "disadvantaged" - noted that 1/3 of families in Texas and Louisiana who have less than \$3000 yearly income, high percentage of unemployment; levels of education; rural versus urban "disadvantaged" differences in financing and education levels between Negroes and Mexican American, female-head of household among Negroes on rise, greater in urban areas than rural areas. Migration from south, growing education gap.

B. Dr. Lofthouse -

1. Twenty percent of the children who are "disadvantaged" need special instruction and 20 percent of teachers need special training.
2. Discussed and explained instruments to be used in college-level collection of data.

Dr. Kearney:

Is not a percentage of children in every classroom "disadvantaged?"
Perhaps every teacher should be prepared to teach "disadvantaged."

Is it a practice for new teachers to be placed in "impacted" areas for several years and then move them on? What is turn-over?
Are these teachers being paid more?

C. Dr. James presented "rough" draft of questionnaire and asked for suggestions and comments from other members of the staff and steering committees.

D. Dr. Earl McCallon -

Education research - Discussed the task of evaluating what has been done by colleges and public schools. He will act as a consultant in research design and statistics.

V. Open discussion -

A. Several reports held by TEA were suggested for review.

1. Mr. Slayton reported that TEA would make these reports available to the project staff.
2. Mr. Nick Garza mentioned the language institutes held at U. T. the last three summers.

B. Need for operational definition of "disadvantaged" for questionnaire

1. Mr. Parks suggested the project gather data from Title I, impacted areas only.
2. Dr. Frost: Children from families of less than \$3000 annual income are "x" years behind academically, based on judgment of teacher and/or standardized instruments.
3. Decided to pull sample from Title I participants geographically stratified.
4. Questioned whether we couldn't get additional information from TEA and LSDE.

C. Dr. Frost asked for suggestions for dissemination and conferences. A number of the steering committee members suggested programs used on the national level which might be relevant for dissemination.

1. Dr. Lofthouse suggested a conference on a state level. Dr. McCallon suggested area meetings plus mailed reports.
2. Dr. James Wright suggested Texas Society for Teachers of Education.

3. Mr. Joe Parks suggested participating in programs of various organizations plus publications.

VI. Dr. Lash introduced two TSU staff members who are conducting projects relevant to this project.

- A. Mrs. Ilene Mitchell - superintendent in training of Headstart teachers for the region. (Focus on child, parents, teachers).
- B. Mrs. Martha Collins - Project Upward Bound - counselor for high school students - inductive-experiential learning in English and Math. Strive to place burden of learning on student rather than teacher.

VII. Dr. Lash -

1. Saturday Seminar for Secondary Students - supplemental academic work for high school seniors.
2. Summer - Basic skills workshop for superior students - receive advance credit.
3. 10th grade math program - remedial
4. Study of compensatory education in college.

Appendix 2

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY

Teachers for Disadvantaged Children Project Meeting

Driscoll Hotel, Hemisphere Room

Corpus Christi, Texas

Tuesday, February 21, 1967

9:00	GREETINGS	Dr. Dana Williams Superintendent Corpus Christi Schools
9:15 a.m.	PRESENTATION OF SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY PROJECT FOR TEACHERS OF DISADVANTAGED CHILDREN	Dr. Joe L. Frost
9:30 a.m.	DISCUSSION "Insights from the Summer Institutes"	Dr. Walter A. Varvel
10:15 a.m.	COFFEE	
10:45 a.m.	INTERCULTURAL EDUCATION IN THE CORPUS CHRISTI SCHOOLS	Corpus Christi Staff
12:00 noon	LUNCH	
1:30 p.m.	DISCUSSION "Relating Teacher Education in Summer Institutes to Problems in Intercultural Education"	Dr. David Butts
2:30 p.m.	THE TASK AHEAD	
3:00 p.m.	ADJOURN	

PARTICIPANTS

CORPUS CHRISTI CONFERENCE
February 21, 1967

Driscoll Hotel

Corpus Christi

Mr. Bill Kirby
Texas Education Agency
Austin, Texas

Dr. Jeff Horn
School of Education
Texas Christian University
Fort Worth, Texas 76129

Dr. Joe Tidrow
Texas Tech
Lubbock, Texas 79416

Dr. John Rascoe
Texas A&I College
Kingsville, Texas

Dr. Gerald Barber
Department of Education
Texas Western College
P. O. Box 180
El Paso, Texas

Dr. Ethelaura Ramey
Sul Ross College
Alpine, Texas

Dr. Bennett Cooksey
Stephen F. Austin College
Nachogdoches, Texas

Dr. Earl McCallon
North Texas State University
Denton, Texas

Dr. Walter Varvel
Texas A&M University
College Station, Texas

Dr. W. R. Strong
Texas Southern University
Houston, Texas 77055

Dr. Wilson Lane
Texas Southern University
Houston, Texas 77055

Dr. Thomas Hill
Midwestern University
Wichita Falls, Texas

Dr. Johnnie Mae Haun
Education Department
Texas A&I College
Kingsville, Texas

Dr. John Murphy
Prairie View A&M College
P. O. Box 2847
Prairie View, Texas 77445

Dr. David Butts
The University of Texas
Austin, Texas

Dr. Joe L. Frost
Southwest Educational Development
Laboratory
Austin, Texas

PARTICIPANTS

State of Texas Steering Committee Members

*Mr. Joe Parks, Assistant Superintendent
Corpus Christi Schools
(512) TU 3-5266

Dr. John Lash
Texas Southern University
Houston
(713) JA 8-0611

Mr. Nick Garza, Principal
J.T. Brackenridge Elementary School
1214 Guadalupe Street
San Antonio
(512) CA 6-7083

Dr. James Wright
Sul Ross State College
Apline
(915) TE 7-4461, Ext. 219

**Mr. Rogers Barton
Office of Planning
Texas Education Agency
Austin
Gr 5-2066

Dr. Milo Kearney
Office of Certification
Texas Education Agency
Austin
Gr 5-2721

Mr. R. E. Slayton
Office of Compensatory Education
Texas Education Agency
Austin
Gr 5-4126

Louisiana Steering Committee Members

Dr. Glenn Hontz
Tulane University
New Orleans (504) 865-7711

Dean Lemos L. Fullmer
Louisiana State University
Baton Rouge
(504) 388-5011

Mr. Murray Jones
East Baton Rouge Public Schools
P. O. Box 2950
Baton Rouge
(504) 926-2790

Dr. Kara Vaughn Jackson
Grambling College
Grambling
(318) 247-3761

Other Participants

Dr. Edwin Hindsman
Executive Director
Southwest Educational Development
Laboratory

Mr. Houston Jenks
Southwest Educational Development
Laboratory

Mr. John Higgins
The National Institute for Advanced
Study in Teaching Disadvantaged
Youth and
The Project Staff

*Now (November 1967) Director, Educational Service Center, Austin

**Now (November 1967) Associate Director for Program Planning and Implementation,
Southwest Educational Development Laboratory

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY MEETING

PROJECT FOR TEACHERS OF DISADVANTAGED CHILDREN

Driscoll Hotel, Hemisphere Room

Corpus Christi, Texas

February 21, 1967

A winter conference for Title I, Summer Institute Directors was sponsored by the Southwest Educational Development Laboratory, Project for Teachers of Disadvantaged Children. In attendance with the Project Staff were staff members from the Corpus Christi Public Schools and the Texas Education Agency. Primarily, the conference was intended to provide a sharing period for the discussion of Summer Institute practices, problems and evaluations, as well as recommendations for further work in assisting teachers who work with disadvantaged children.

Dr. Dana Williams, Superintendent of the Corpus Christi Schools, greeted the participants and spoke on the need for preparing teachers to work with disadvantaged children. Dr. Joe Frost, Director of the SEDL Project for Teachers of Disadvantaged Children, reviewed the objectives of the Project and briefly described the activities of the staff.

Following these presentations, Dr. Walter A. Varvel, Texas A&M University, led the group in a discussion entitled "Insights from the Summer Institutes." Institute directors voiced concerns for overcoming various problems encountered during the institutes. These included:

A printed schedule of activities at the beginning of the program --- times, meeting places, materials needed --- would be helpful.

Follow-up would include observation in the classrooms of participants.

More interaction between the various sections or groups.

Equipment should be ordered at least two months before the beginning of the institute to insure delivery.

Arrangements should be made with parents of disadvantaged children for the children to be the subjects in a laboratory setting on a daily basis.

More free time for individual study would be useful.

More group recreation and social activities for participants would be helpful.

A preliminary evaluation of the institute at the end of the first week would provide time for early solving of problems.

Following the discussion by the Institute Directors, Mr. Joe Parks and several staff members from the Corpus Christi schools spoke on the inservice teacher programs being conducted by the Corpus Christi Independent School District. Approximately 400 teachers are currently engaged in inservice programs directly related to improving the teaching of disadvantaged children, and specially equipped rooms are being provided for demonstrating techniques. Also discussed were the summer writing projects which are having an effect on all aspects of the instructional program.

An afternoon session, with the entire group participating, consisted of a discussion of the problem: "Relating Teacher Education in Summer Institutes to Problems in Intercultural Education." This discussion was led by Dr. David Butts, University of Texas, and centered on the question: What is needed for an ideal inservice program for teachers of disadvantaged children?

Dr. Frost summarized the day's activities:

Need for inter-institutional coordination to eliminate competition among institutes for participants and to make meaningful evaluation possible

Late funding of the institutes

Differential payments among institutes of participants

Budget problems

Lack of funds to conduct follow-up activities

Wide range of teaching levels and disciplines among participants

Need for more information on eligibility requirements for participants

While no formal statements were drafted by the group, recommendations of individuals included:

A uniform stipend should be paid to the participants in each institute.

Each institute probably should be conducted in conjunction with a specific school system or selected group of teachers so that the instruction can be geared to specific needs.

Some provisions for follow-up activities should be incorporated into each institute.

Administrative and/or supervisory personnel from each district represented in the institute should participate in the activities of the institute.

More emphasis should be placed on instructional techniques appropriate for the disadvantaged child, utilizing such media as demonstration classes and video-tapes.

Grades should be eliminated for participants, with credit given instead.

More outside speakers and lecture-discussion by staff would be helpful.

More sharing sessions should be scheduled.

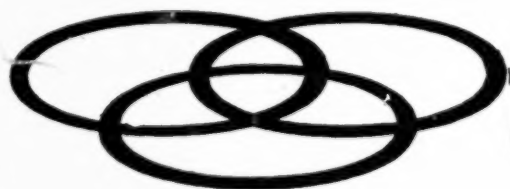
Educational television should be scheduled with sufficient time for group inquiry and discussion.

Seminars would aid in personal involvement and development of individual attitudes, understandings, and ideas.

Continued instruction in new approaches, techniques, and instructional materials to use with the disadvantaged should be inaugurated.

Appendix 3

A Survey of Programs for the Disadvantaged in the Public Elementary Schools



Southwest Educational Development Laboratory

**Project For Preparing Teachers
For Disadvantaged Children**

May, 1967

Approximately 20 per cent of America's children are "disadvantaged." Many school systems are actively engaged in combating the problems of educating the "disadvantaged." The present need is for information about what is being done and what school personnel feel should be done. The attached questionnaire is part of a research project being sponsored by the Southwest Educational Development Laboratory. The purposes of the study are to:

- (1) Determine the scope, nature, effectiveness, and needs of in-service training and school programs which deal with the problems of educating "disadvantaged" children as perceived by school principals, teachers, and teacher-aides;
- (2) Identify unique and promising elements of these programs; and
- (3) Develop guidelines for future programs based on the data collected. Ultimately it is hoped that the information gained from this questionnaire will result in the development of teacher preparation programs which meet the needs expressed by public school personnel.

This questionnaire will be administered to principals, teachers, and teacher-aides in approximately 35 "target schools" randomly selected, on the basis of school population and geographic area, from those districts receiving N.D.E.A. Title I funds. The information that is gathered will be analyzed, and the results will be disseminated to participating schools and other interested groups. The information provided will be "pooled" and analyzed as a whole. No school or individual will be identified or singled out in any way. All questionnaires collected will remain strictly confidential.

In using the term "disadvantaged," this questionnaire is referring to those children who, by consensus of opinion, are performing below educational expectations because of their impoverished and socially disadvantaged background.

Your cooperation is necessary and appreciated in helping us make a contribution in developing better programs for educating the "disadvantaged" child.

PROGRAMS FOR THE DISADVANTAGED IN

PUBLIC ELEMENTARY SCHOOLS

School _____ Name of Respondent _____

City, State _____ Title of Respondent _____

Part I. PROGRAMS FOR DISADVANTAGED YOUTH:

1. Below are some suggested objectives for programs for the disadvantaged. Please respond to each item on the basis of whether you consider an item: (circle the appropriate number for each item)

1. Extremely important
2. Very important
3. Moderately important
4. Not very important
5. Quite unimportant
6. Completely unimportant

- | | | | | | | | |
|--|---|---|---|---|---|---|-----|
| a. Develop and utilize materials, curricula, school organizations, and teaching techniques suitable for the needs of the disadvantaged child | 1 | 2 | 3 | 4 | 5 | 6 | A12 |
| b. Improve the disadvantaged child's motivation to learn | 1 | 2 | 3 | 4 | 5 | 6 | A13 |
| c. Broaden the disadvantaged child's cultural and experiential background | 1 | 2 | 3 | 4 | 5 | 6 | A14 |
| d. Increase the school's effectiveness in identification and treatment of physical problems of the disadvantaged child | 1 | 2 | 3 | 4 | 5 | 6 | A15 |
| e. Increase the school's effectiveness in identification and treatment of psychological problems of the disadvantaged child | 1 | 2 | 3 | 4 | 5 | 6 | A16 |
| f. Increase the school's effectiveness in identification and treatment of environmental problems of the disadvantaged child | 1 | 2 | 3 | 4 | 5 | 6 | A17 |
| g. Improve understanding among home, school, and community | 1 | 2 | 3 | 4 | 5 | 6 | A18 |
| h. Increase the disadvantaged parents' involvement in the education of his children | 1 | 2 | 3 | 4 | 5 | 6 | A19 |
| i. Reduce the number of school dropouts among disadvantaged youth | 1 | 2 | 3 | 4 | 5 | 6 | A20 |
| j. Provide the disadvantaged child with opportunities for success in school | 1 | 2 | 3 | 4 | 5 | 6 | A21 |

k.	Identify and evaluate the particular educational needs of the disadvantaged child	1	2	3	4	5	6	A22
l.	Improve the overall scholastic performance of the disadvantaged child	1	2	3	4	5	6	A23
m.	Break the poverty cycle by preparing disadvantaged youth to be self-sustaining, contributing members of American society	1	2	3	4	5	6	A24
n.	Improve professional understanding and acceptance of the disadvantaged child's characteristics, culture, and true educational potential	1	2	3	4	5	6	A25
o.	Increase the disadvantaged child's facility with the English language	1	2	3	4	5	6	A26
p.	Raise the level of aspiration of the disadvantaged child	1	2	3	4	5	6	A27
q.	Improve the self-concept or self-esteem of the disadvantaged child	1	2	3	4	5	6	A28
r.	Improve the disadvantaged child's social attitudes and behavior	1	2	3	4	5	6	A29

2. Below are some suggested practices designed to help disadvantaged youth. Respond to each circled item on the basis of the degree to which your school uses or employs the practice in teaching the disadvantaged:

1. Always-with rare exceptions
2. Frequently
3. About half the time
4. Less often than not
5. Very seldom
6. Rarely or never

a.	Individual and small group counseling for parents	1	2	3	4	5	6	A30
b.	Extension of the school day	1	2	3	4	5	6	A31
c.	Utilization of parents in varying capacities to assist the school	1	2	3	4	5	6	A32
d.	Bussing, pairing schools, redistricting, or other methods to reduce racial imbalance in the schools	1	2	3	4	5	6	A33
e.	Use of programmed materials	1	2	3	4	5	6	A34
f.	Professional in-service education	1	2	3	4	5	6	A35
g.	Tutoring and small group instruction	1	2	3	4	5	6	A36
h.	Remedial programs in basic skills and subjects other than reading and language	1	2	3	4	5	6	A37

i.	Professional assistance to the teacher by subject matter specialists						A38
	1	2	3	4	5	6	
j.	Programs of adult education for disadvantaged parents						A39
	1	2	3	4	5	6	
k.	Development and use of community improvement centers (for example: libraries, tutoring centers, etc.)						A40
	1	2	3	4	5	6	
l.	Remedial programs in reading and language						A41
	1	2	3	4	5	6	
m.	Expanded use of audio-visual equipment						A42
	1	2	3	4	5	6	
n.	Increased visitation opportunities in the schools for parents						A43
	1	2	3	4	5	6	
o.	Professional assistance to the teacher by consultants who are experienced in working with the disadvantaged						A44
	1	2	3	4	5	6	
p.	Non-graded school organizations						A45
	1	2	3	4	5	6	
q.	Reduced class size						A46
	1	2	3	4	5	6	
r.	Summer programs for students						A47
	1	2	3	4	5	6	
s.	Development and use of special educational material, readers and other textbooks, designed for and relevant to the lives and experiences of the disadvantaged						A48
	1	2	3	4	5	6	
t.	Use of psychological personnel						A49
	1	2	3	4	5	6	
u.	Use of various social workers						A50
	1	2	3	4	5	6	
v.	Use of various medical personnel						A51
	1	2	3	4	5	6	
w.	Cultural activities and field trips						A52
	1	2	3	4	5	6	
x.	Use of teacher aides in the school						A53
	1	2	3	4	5	6	
y.	Bilingual teachers and instruction						A54
	1	2	3	4	5	6	

3. Below are some suggested criteria for judging success of programs for the disadvantaged. Please respond to the items below on the basis of how important you consider each one in judging the success of your program.

Circle the appropriate number on the following basis:

1. Extremely important
2. Very important
3. Moderately important
4. Not very important
5. Quite unimportant
6. Completely unimportant

a.	Disadvantaged children's academic achievement						A55
	1	2	3	4	5	6	

- | | | | | | | | |
|--|---|---|---|---|---|---|-----|
| b. Motivation to learn | 1 | 2 | 3 | 4 | 5 | 6 | A56 |
| c. Physical health | 1 | 2 | 3 | 4 | 5 | 6 | A57 |
| d. Understanding by school personnel of social and psychological factors which relate to the disadvantaged | 1 | 2 | 3 | 4 | 5 | 6 | A58 |
| e. Involvement in school activities by parents of disadvantaged | 1 | 2 | 3 | 4 | 5 | 6 | A59 |
| f. Level of aspiration of disadvantaged children | 1 | 2 | 3 | 4 | 5 | 6 | A60 |
| g. Self-concept of disadvantaged youth | 1 | 2 | 3 | 4 | 5 | 6 | A61 |
| h. Degree of absentism among disadvantaged | 1 | 2 | 3 | 4 | 5 | 6 | A62 |
| i. Teaching styles and techniques developed especially for disadvantaged | 1 | 2 | 3 | 4 | 5 | 6 | A63 |

4. Circle three letters below which correspond to the items above which you consider of greatest importance in judging the success of your program.

- | | | | |
|------|------|------|--------|
| 1. a | 4. d | 7. g | A64-66 |
| 2. b | 5. e | 8. h | |
| 3. c | 6. f | 9. i | |

Part II. IN-SERVICE PROGRAMS

1. Have you participated in any non-college-credit programs dealing with problems related to disadvantaged youth? 1. Yes _____
 2. No _____ A67

If you answered "yes" to the above question, please respond to the following items. In responding, circle the letter corresponding to the program or programs you attended. If your answer was "no", go on to item #2.

- | | |
|--|-----|
| a. School-sponsored in-service program | A68 |
| b. Head Start training program | A69 |
| c. Non-credit college-sponsored conference | A70 |
| d. Service organization conference | A71 |
| e. Professional organization conference | A72 |

2. To what extent do you think the staff you work with is prepared to teach and work with disadvantaged youth? Circle the appropriate number. A73

1. Extremely well prepared
2. Very well prepared
3. Fairly well prepared
4. Not very prepared
5. Very poorly prepared
6. Extremely unprepared

3. Our school provides an in-service program for teachers and other personnel (circle the appropriate number):

A74

1. with regular meetings several times during the school year
2. with several meetings during the school year, as opportunities arise
3. preceding each school year
4. on an informal and individual basis only
5. our school does not sponsor an in-service program

4. If your school sponsors a regular in-service program for teachers and staff, what percentage of it is devoted to problems relating to the disadvantaged?

A75

1. 0 - 20%
2. 21 - 40%
3. 41 - 60%
4. 61 - 80%
5. 81 - 100%

5. If your school does not sponsor an in-service program, go to section V and omit this item (#5).

Please respond to the following on the basis of how much your in-service program relies on each of the below concerning the problems of educating the disadvantaged. Circle the appropriate number for each one on the basis listed:

1. Very extensively
2. Extensively
3. Considerably
4. Some
5. Very little
6. None

a. Specialists with demonstrations

1 2 3 4 5 6

A76

b. School administrators

1 2 3 4 5 6

A77

c. School counselor

1 2 3 4 5 6

A78

d. Guest speakers

1 2 3 4 5 6

A79

e. Medical personnel

1 2 3 4 5 6

A80

f. Small-groups in discussions

1 2 3 4 5 6

B12

g. Psychological consultants

1 2 3 4 5 6

B13

h. Social workers

1 2 3 4 5 6

B14

i. Subject-matter specialists

1 2 3 4 5 6

B15

Part III. PARA-PROFESSIONALS (Teacher Aides):

1. Does your school employ any of the para-professionals (teacher aides) listed below in working with the disadvantaged? 1. Yes _____

2. No _____

B16

If you responded "no", go to Part IV. If your answer was "yes", please circle the appropriate number for each of the below.

2. Below are some suggested functions and duties of para-professionals (teacher-aides) in the school. Respond to the following suggestions on the basis of whether the teacher-aides in your school perform each of these:

1. Very frequently
2. Frequently
3. Fairly often
4. Occasionally
5. Rarely
6. Never

a. Grade papers

1 2 3 4 5 6

B17

b. Duplicate tests and other teaching materials

1 2 3 4 5 6

B18

c. Check roll

1 2 3 4 5 6

B19

d. Tutor individual students

1 2 3 4 5 6

B20

e. Tutor small groups

1 2 3 4 5 6

B21

f. Take charge of class for P.E. or while on school ground

1 2 3 4 5 6

B22

g. Take charge of class in lunch room

1 2 3 4 5 6

B23

h. Substitute for regular teacher if she is absent

1 2 3 4 5 6

B24

i. Assist teacher in preparing lessons and materials for class

1 2 3 4 5 6

B25

j. Administer discipline

1 2 3 4 5 6

B26

k. Participate in faculty meetings

1 2 3 4 5 6

B27

l. Participate in teacher-group planning sessions

1 2 3 4 5 6

B28

m. Attend teacher in-service programs

1 2 3 4 5 6

B29

n. Attend P.T.A. meetings

1 2 3 4 5 6

B30

o. Visit homes of students

1 2 3 4 5 6

B31

p. Administer tests for teacher

1 2 3 4 5 6

B32

- q. Take charge of class when it goes to the library
1 2 3 4 5 6 B33
- r. Teach entire class
1 2 3 4 5 6 B34

3. How successful do you think the use of the para-professionals has been in working with the disadvantaged children in your school? Circle appropriate response number on the basis of:

1. Extremely successful
2. Very successful
3. Moderately successful
4. More successful than unsuccessful
5. Relatively unsuccessful
6. Highly unsuccessful

- a. College students
1 2 3 4 5 6 B35
- b. College degree-holders without a teaching certificate
1 2 3 4 5 6 B36
- c. Parents from the same economic and social group as the disadvantaged
1 2 3 4 5 6 B37
- d. Adults with one or more years of college, but not holders of a degree
1 2 3 4 5 6 B38
- e. High school graduates
1 2 3 4 5 6 B39

Part IV. AREAS OF NEED

Please circle the appropriate number on each of the items below on the basis of how much you think each one is needed in order to deal with the problems of the disadvantaged more effectively.

1. Extremely in need
2. Very much in need
3. Needed
4. Slightly needed
5. Not very needed
6. Completely unneeded

1. More teacher and school contact with parents of disadvantaged
1 2 3 4 5 6 B40
2. Longer school day
1 2 3 4 5 6 B41
3. Longer school term
1 2 3 4 5 6 B42
4. Children enrolled in educational facilities at earlier age
1 2 3 4 5 6 B43
5. More parents of disadvantaged in para-professional roles in school
1 2 3 4 5 6 B44
6. Reduction of racial imbalance in schools
1 2 3 4 5 6 B45

7. More professional training and workshops which deal with problems of disadvantaged	1	2	3	4	5	6	B46
8. More use of programmed materials	1	2	3	4	5	6	B47
9. Tutoring and small group instruction for students	1	2	3	4	5	6	B48
10. Remedial programs in basic skills and subjects other than reading and language	1	2	3	4	5	6	B49
11. Remedial programs in reading and language	1	2	3	4	5	6	B50
12. Professional assistance for teachers by subject-matter specialists	1	2	3	4	5	6	B51
13. Programs of adult education for parents of disadvantaged children	1	2	3	4	5	6	B52
14. More cultural and library centers for disadvantaged	1	2	3	4	5	6	B53
15. Expanded use of audio-visual equipment	1	2	3	4	5	6	B54
16. Increased visitation opportunities in the schools for parents	1	2	3	4	5	6	B55
17. Assistance to teachers by consultants who are experienced in working with disadvantaged children	1	2	3	4	5	6	B56
18. Supplemental pay for teachers who work primarily with disadvantaged	1	2	3	4	5	6	B57
19. Non-graded school organizations	1	2	3	4	5	6	B58
20. Reduced class size	1	2	3	4	5	6	B59
21. Summer programs to "prepare" disadvantaged children for public school	1	2	3	4	5	6	B60
22. Increased kindergarten facilities for disadvantaged children	1	2	3	4	5	6	B61
23. Special educational materials and textbooks designed for and relevant to experiences and lives of the disadvantaged	1	2	3	4	5	6	B62
24. Cultural activities and field trips	1	2	3	4	5	6	B63
25. Use of teacher-aides in the school	1	2	3	4	5	6	B64
26. Bilingual teachers and instruction	1	2	3	4	5	6	B65

Part V. GENERAL INFORMATION:

1. Grades taught in your school (circle the highest grade):
K 1 2 3 4 5 6 7 8 B66
2. Total number of pupils in school:
1. Less than 99 4. 500 - 599 B67
2. 100 - 299 5. 600 - 699
3. 300 - 399 6. More than 900
3. Approximate percentage of pupils in school who are disadvantaged (as defined on the cover sheet for this questionnaire):
1. Less than 9% 4. 50 - 69% B68
2. 10 - 29% 5. 70 - 89%
3. 30 - 49% 6. More than 90%
4. Total number of teachers in school:
1. Less than 9 4. 30 - 39 B69
2. 10 - 19 5. 40 - 49
3. 20 - 29 6. More than 50
5. Total number of female teachers in school:
1. Less than 9 4. 30 - 39 B70
2. 10 - 19 5. 40 - 49
3. 20 - 29 6. More than 50
6. Total number of male teachers in school:
1. Less than 9 4. 30 - 39 B71
2. 10 - 19 5. 40 - 49
3. 20 - 29 6. More than 50
7. Number of Special Education teachers in school:
1. Less than 3 4. 9 - 11 B72
2. 3 - 5 5. 12 - 14
3. 6 - 8 6. More than 14
8. Number of Visiting Teachers (Social Workers) who work with your school:
1. Less than 3 4. 9 - 11 B73
2. 3 - 5 5. 12 - 14
3. 6 - 8 6. More than 14
9. Number of school psychologists who work with your school:
1. Less than 3 4. 9 - 11 B74
2. 3 - 5 5. 12 - 14
3. 6 - 8 6. More than 14
10. Number of counselors in school:
1. Less than 3 4. 9 - 11 B75
2. 3 - 5 5. 12 - 14
3. 6 - 8 6. More than 14
11. Number of nurses who work with your school:
1. Less than 3 4. 9 - 11 B76
2. 3 - 5 5. 12 - 14
3. 6 - 8 6. More than 14

12. Number of instructional supervisors who work with your school:
- | | | |
|----------------|-----------------|-----|
| 1. Less than 3 | 4. 9 - 11 | B77 |
| 2. 3 - 5 | 5. 12 - 14 | |
| 3. 6 - 8 | 6. More than 14 | |
13. Number of para-professionals (teacher-aides) in school:
- a. College students:
- | | | |
|-----------------|-----------------|-----|
| 1. Less than 10 | 4. 30 - 39 | B78 |
| 2. 10 - 19 | 5. 40 - 49 | |
| 3. 20 - 29 | 6. More than 50 | |
- b. College degree-holders without a teaching certificate:
- | | | |
|-----------------|-----------------|-----|
| 1. Less than 10 | 4. 30 - 39 | B79 |
| 2. 10 - 19 | 5. 40 - 49 | |
| 3. 20 - 29 | 6. More than 50 | |
- c. Parents from the same economic and social group as the disadvantaged:
- | | | |
|-----------------|-----------------|-----|
| 1. Less than 10 | 4. 30 - 39 | B80 |
| 2. 10 - 19 | 5. 40 - 49 | |
| 3. 20 - 29 | 6. More than 50 | |
- d. Adults with one or more years of college, but not holders of a degree:
- | | | |
|-----------------|-----------------|-----|
| 1. Less than 10 | 4. 30 - 39 | C12 |
| 2. 10 - 19 | 5. 40 - 49 | |
| 3. 20 - 29 | 6. More than 50 | |
- e. High school graduates:
- | | | |
|-----------------|-----------------|-----|
| 1. Less than 10 | 4. 30 - 39 | C13 |
| 2. 10 - 19 | 5. 40 - 49 | |
| 3. 20 - 29 | 6. More than 50 | |

Part VI. SELECTION OF STAFF:

1. The teachers and other personnel who work with disadvantaged children in our school are selected by a different set of criteria than the teachers and personnel who work with other children. Please circle the appropriate number.

- | | |
|--------------------|-----|
| 1. Very frequently | C14 |
| 2. Frequently | |
| 3. Fairly often | |
| 4. Occasionally | |
| 5. Rarely | |
| 6. Never | |

2. Below are some criteria for selecting a teacher or staff member who is to work with disadvantaged youngsters. Respond to each of the items on the basis of how important you consider it when selecting a teacher or staff member who is to work with disadvantaged children. Circle the appropriate number of the following scale:

1. Extremely important
2. Very important
3. Moderately important
4. Not very important
5. Quite unimportant
6. Completely unimportant

a. Sex	1	2	3	4	5	6	C15
b. Age	1	2	3	4	5	6	C16
c. Marital status	1	2	3	4	5	6	C17
d. Race	1	2	3	4	5	6	C18
e. Education	1	2	3	4	5	6	C19
f. Grade point average	1	2	3	4	5	6	C20
g. Experience in teaching	1	2	3	4	5	6	C21
h. Subject matter competency	1	2	3	4	5	6	C22
i. Interest in disadvantaged	1	2	3	4	5	6	C23
j. Familiarity with the social and psychological make-up of the disadvantaged	1	2	3	4	5	6	C24

Appendix 4

PARTICIPATING SCHOOL DISTRICTS Texas

SCHOOL DISTRICT

Chillicothe ISD (Chillicothe Elementary School)
Box 518
Chillicothe, Texas

Dumas ISD (Sunset Elementary School)
Box 615
Dumas, Texas

McAdoo ISD (McAdoo Elementary School)
Box 4
McAdoo, Texas

Canyon ISD (Rex Reeves Elementary School)
Box 899
Canyon, Texas

Lubbock ISD (Wheatley School)
1715 26th Street
Lubbock, Texas

Cooke Common School District (Red Ware Elementary School)
Box 691
Gainesville, Texas

Dallas ISD (John Neely Bryan and Amelia Earhart Schools)
3700 Ross Avenue
Dallas, Texas

Eagle Mountain-Saginaw ISD (Eagle Mountain Elementary School)
Box 160
Saginaw, Texas

Granbury ISD (Single Attendance Area)
Box 370
Grandbury, Texas

Palestine-Flint Hill ISD (Reagan Elementary School)
Box 440
Palestine, Texas

Pewitt ISD (Carver Elementary School)
Box 1037
Omaha, Texas

Tyler ISD (Carver Elementary School)
Box 237
Tyler, Texas

Klein ISD (Kahrville Elementary School)
Route 1, Box 303
Spring, Texas

Riviera ISD (Single Attendance Area)
Riviera, Texas

Beaumont ISD (Fletcher Elementary School)
820 Neches
Beaumont, Texas

Houston ISD (Pugh-Whidby-Harper)
1300 Capitol Avenue
Houston, Texas

Edgewood ISD (Callahan Elementary School)
6458 West Commerce
San Antonio, Texas

San Antonio ISD (Margil and Hillcrest Schools)
141 Lavaca Street
San Antonio, Texas

Brownsville ISD (Victoria Heights)
1102 East Madison Street
Brownsville, Texas

Pharr-San Juan-Alamo ISD (Fulton Elementary)
Drawer Y
Pharr, Texas

South San Antonio ISD (Kindred Elementary)
2515 Navajo Street
San Antonio, Texas

Medina Valley ISD (Single Attendance Area)
Castroville, Texas

Charlotte ISD (Single Attendance Area)
Box 368
Charlotte, Texas

Midland ISD (Washington Elementary)
702 North N Street
Midland, Texas

San Angelo ISD (Blackshear Elementary)
1244 N. Magdalen
San Angelo, Texas

Ysleta ISD (Sageland Elementary)
Ysleta, Texas

China Springs ISD (Single Attendance Area)
China Springs, Texas

Marlin ISD (marlin Elementary)
305 Capps
Marlin, Texas

Carlton ISD (Single Attendance Area)
Box 107
Carlton, Texas

Pottsville ISD (Single Attendance Area)
Pottsville, Texas

Louisiana

Orleans Parish (McDonough #10)
New Orleans, Louisiana

Acadia Parish (Armstrong Elementary)
Rayne, Louisiana

Terrebonne Parish (Andrew Price Elementary)
Schrever, Louisiana

Ascension Parish (Donaldsonville Elementary)
Donaldsonville, Louisiana

Jefferson Parish (Washington Elementary)
Kenner, Louisiana

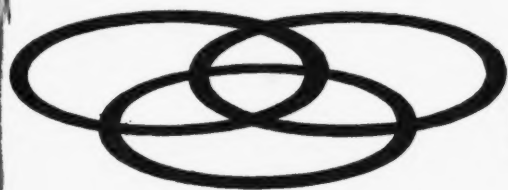
Bossier Parish (Bossier Elementary)
Bossier City, Louisiana

Lincoln Parish (Lincoln Elementary)
Ruston, Louisiana

Vernon Parish (Pitkin Elementary)
Pitkin, Louisiana

Appendix 5

**INVENTORY OF
CHARACTERISTICS
OF ELEMENTARY
TEACHER EDUCATION
PROGRAMS**



Southwest Educational Development Laboratory

**Project For Preparing Teachers
For Disadvantaged Children**

May, 1967

Name of Interviewer _____
 Phone of Interviewer (Business) _____
 Name of Interviewee _____
 Institution _____ Address _____
 Position _____ Phone (Business) _____

INVENTORY OF

CHARACTERISTICS OF ELEMENTARY TEACHER EDUCATION PROGRAMS

Note: Use back of sheet or staple additional pages to Inventory when necessary, using same numbers.

I. The Institution

1. What is the total enrollment of the university/college? _____ A10
 1. 0-1,000 2. 1,001-5,000 3. 5,001-10,000 4. 10,001-20,000
 5. above 20,000
2. Approximately how many certified elementary teachers did the institution graduate between January 1, 1966 and January 1, 1967? A11
 1. 0-50 2. 51-100 3. 101-150 4. 151-200 5. above 200

II. The Program for Training Teachers of Disadvantaged Children

1. What are the general B.A. credit requirements for the undergraduate degree in elementary education?
 Professional education _____ sem. or qtr. hrs. A13-14
 (methods, ed. psych, ed. soc., etc.)
 Student Teaching _____ sem. or qtr. hrs. A15-16
 General or liberal arts _____ sem. or qtr. hrs. A17-19
 (hist., pol. sci., math, science, etc.)
2. To what degree are faculty of the "general or liberal arts" area involved in over-all planning and advisement of elementary education majors? A20
 1. Not at all _____ 2. Slightly _____ 3. Extensively _____

(1) Explain unique features of this activity and percentage of time spent by faculty. _____

(2) Indicate number of education students advised by liberal arts faculty. _____

3. Is there a specific undergraduate program to prepare elementary teachers of the disadvantaged? a. Yes _____ b. No _____ A21

If "yes", (1) how does the program differ from the regular program?

(2) Indicate number of students involved between January 31, 1966 and February 1, 1967. _____

(3) List name(s) and address(es) of faculty director(s) of program.

4. Are there specific courses, seminars, workshops or field experiences concerning the problems of the disadvantaged required for all elementary majors?

1. Yes _____ 2. No _____ A22

If "yes", (1) list and briefly describe each. _____

(2) Indicate number of students involved between January 31, 1966 and February 1, 1967. _____

(3) List name(s) and address(es) of faculty director(s) involved.

5. Are there specific courses, seminars, institutes or field experiences concerning the problems of the disadvantaged available, but not required for elementary majors? 1. Yes _____ 2. No _____ A23

If "yes", (1) list and briefly describe each. _____

(2) List name(s) and address(es) of faculty director(s) involved.

(3) Indicate number of students involved between January 31, 1966 and February 1, 1967. _____

6. If there are no specific programs, courses, seminars or workshops concerned with the problems of the disadvantaged for elementary majors, is the content of more general courses, seminars or workshops directed toward these problems?

1. Yes _____ 2. No _____

A24

If "yes", (1) list and briefly describe each. _____

(2) List name(s) and address(es) of faculty director(s) involved.

(3) Indicate number of students involved between January 31, 1966 and February 1, 1967. _____

7. Have any research projects been recently completed, in progress or being developed dealing with the problems of the disadvantaged at the elementary school level? 1. Yes _____ 2. No _____

A25

If "yes", (1) list and briefly describe each. _____

(2) List name(s) and address(es) of faculty director(s) involved.

8. Has the teacher education faculty (professional and/or academic) developed teaching materials specifically designed for the disadvantaged at the elementary school level? 1. Yes _____ 2. No _____

A26

If "yes", (1) what is the nature of these materials?

(2) List name(s) and address(es) of faculty director(s) involved.

9. At what point do prospective elementary teachers engage in the student teaching experience?

Early junior year _____% A31-32 Early senior year _____% A35-36

Late junior year _____% A33-34 Late senior year _____% A37-38

10. Length of student teacher experience _____weeks. A39-40

Number of hours per week. * _____hours. A41-42

* This would include observation, teaching, attending faculty meeting, etc., in the school setting.

11. Does the student teacher enroll for credit in method classes or seminars (conducted by college staff) during the period of student teaching?

1. Yes _____ 2. No _____ A43

If "yes", are the particular problems of teaching the disadvantaged included? Give details. _____

12. Approximately what percentage of the annual student teacher group obtain their student teacher experience in the following:

Laboratory school _____% A44-45

Nearby Public school _____% A46-47

Public school beyond 25 miles _____% A48-49

How does college provide college staff supervision for the group who teach in public schools beyond 25 miles? _____

13. Using the same population reported in #12 above, approximately what percentage obtain their student teacher experience in the following:

Rural public school _____% A50-51

Suburban public school _____% A52-53

Urban public school _____% A54-55

14. Using the same population reported in #12, what percentage teach the following type of pupil group in student teaching:

Rural "advantaged" pupils _____% A56-57

Rural "disadvantaged" pupils _____% A58-59

Urban or Suburban "advantaged" pupils _____% A60-61

Urban or Suburban "disadvantaged" pupils _____% A62-63

15. Before beginning the student teacher experience, does the college (in co-operation with the school), provide the student an opportunity for planned visitation to the school in which he will student teach?

1. Yes _____ 2. No _____ A64

If "yes", what experiences are relevant to disadvantaged children?

16. Before beginning the student teaching experience, does the college (in co-operation with the school), provide the student with detailed factual information concerning the school and school district? (i.e., census, economic, cultural, and pupil data, teacher handbook, etc.)

1. Yes _____ 2. No _____ A65

If "yes", list types of information provided. _____

17. Has the college conducted follow-up studies of teacher education graduates to determine the type of position (teaching or not, academic area taught, type of school, geographic location, etc.), obtained?

1. Yes _____ 2. No _____ A66

If "yes", list name(s) and address(es) of director(s) of follow up studies.

18. Has college conducted post-student teaching or post-graduation follow-up studies to obtain student or graduate evaluation of strengths and weaknesses of the teacher preparation program? 1. Yes _____ 2. No _____ A67

If "yes", (1) briefly describe types of follow up programs.

(2) List name(s) and address(es) of director(s) of these studies.

III. Staff Development

1. Is there a planned program of college staff (professional and academic) observation and participation on a regular schedule in the day-to-day operation of the public schools? 1. Yes _____ 2. No _____ A68

If "yes", describe types of activities carried on. _____

If you answered "yes" to #1, are deliberate efforts made to assure observation and participation in the day-to-day operation of schools serving disadvantaged pupils? 1. Yes _____ 2. No _____ A69

If "yes", what percentage of your faculty are involved in such an operation?

2. Does faculty load policy, as well as recognition for salary and promotion, encourage regular teaching faculty (academic as well as professional) to participate in elementary school studies (comprehensive and/or building, finance, personnel or curriculum studies)?

1. Yes _____ 2. No _____

A70

If "yes", list sample studies with name(s) and address(es) of director(s) involved. _____

3. Has college staff been directly involved (participant, coordinator, consultant) in local school district teacher-in-service programs concerned with the problems of the disadvantaged? 1. Yes _____ 2. No _____ A71

To what degree? 1. Slightly _____ 2. Extensively _____ A72

If "yes", (1) list name(s) and address(es) of staff involved with types of service performed. _____

(2) List the types of university-school collaboration you feel are most needed.

4. Has the college staff planned, staffed and conducted summer in-service workshops, conferences, etc., concerned with the problems of the disadvantaged?

1. Yes _____ 2. No _____ A73

If "yes", (1) list and briefly describe these activities.

(2) List name(s) and address(es) of staff involved.

5. Has the college staff, in cooperation with local school district personnel been involved in identifying disadvantaged pupils in local school districts?

1. Yes _____ 2. No _____ A74

If "yes", (1) list and briefly describe these activities.

(2) List name(s) and address(es) of staff involved.

6. Has the college staff, in cooperation with local school district personnel, been involved in developing teaching techniques, courses of study and materials to improve programs for disadvantaged pupils?

1. Yes_____ 2. No_____

A75

If "yes", (1) list and briefly describe these activities.

(2) List name(s) and address(es) of staff involved.

7. Have any significant changes been made in preparation programs in the area of vocational education as a consequence of the emphasis on the education of the disadvantaged in recent years?

1. Yes_____ 2. No_____

A76

If "yes", (1) briefly describe these changes. _____

(2) List name(s) and address(es) of staff involved.

IV. Paraprofessionals (teacher aides)

1. Has the college staff, in cooperation with local school district personnel, been concerned about and involved in the recruitment, role definition, and preparation of paraprofessional groups such as teacher aides?

1. Yes _____ 2. No _____

A77

If "yes", (1) explain the nature of this involvement. _____

(2) List name(s) and address(es) of staff involved. _____

2. How many paraprofessionals have been involved? _____

A78

1. 0-25 2. 26-50 3. 51-100 4. above 100

3. For what specific purpose or purposes were these paraprofessionals prepared?

4. Has the teacher education institution and/or public schools made a follow-up study of the paraprofessionals? 1. Yes _____ 2. No _____

A79

If "yes", (1) briefly describe these studies. _____

(2) List name(s) and address(es) of director(s) of these studies. _____

V. Graduate Level Teacher Education

1. Do the requirements at the graduate level provide for course work or other instruction specifically designed to prepare teachers to teach the disadvantaged? 1. Yes_____ 2. No_____ A80

If "yes", (1) list and briefly describe these courses. _____

(2) List the name(s) and address(es) of staff involved. _____

2. Does your institution provide seminars, workshops, or other in-service instruction for the teacher to improve skills in teaching the disadvantaged?

1. Yes_____ 2. No_____ B12

If "yes", list activities with name(s) and address(es) of staff involved.

3. Have any master's theses or doctoral dissertations been completed at your institution dealing with the preparation of teachers for disadvantaged children? 1. Yes_____ 2. No_____ B13

If "yes", list title of research project and the name(s) and address(es) of director(s) of project. _____

VI. Early Childhood Education

1. Does your institution have an undergraduate program for preparing nursery school and/or kindergarten teachers? 1. Yes_____ 2. No_____ B14

If "yes", (1) briefly describe this program. _____

(2) List name(s) and address(es) of director(s) of program.

2. Does the pre-school program have special provisions for preparing teachers to work with disadvantaged children? 1. Yes_____ 2. No_____ B15

If "yes", (1) briefly describe this program. _____

(2) List name(s) and address(es) of director(s) of program.

3. How many nursery school and/or kindergarten teachers are graduated annually? _____ B16

1. 0-25 2. 26-50 3. 51-100 4. above 100

4. Approximately what percentage of these graduates work with disadvantaged children? _____ B17

1. 0-25% 2. 26-50% 3. 51-75% 4. above 75%

5. Does your institution plan to develop a program for early childhood education during the next 5 years? 1. Yes_____ 2. No_____ B18

If "yes", explain the progress of these plans to date. _____

VII. Program Effectiveness

1. What are the particular aspects of the pre-service and graduate training of teachers of the disadvantaged that you consider to be most effective?

2. Which criteria and evaluation practices are most important for judging the effectiveness of your program for preparing teachers of disadvantaged children? _____

VIII. Program Recommendations

1. Disregarding any and all constraints such as financial limitations, staffing problems and institutional rigidity, what three major changes, specifically in teacher preparation programs would be most productive in improving the education of teachers who work with the disadvantaged?

1. _____

2. _____

3. _____

Appendix 6

May 12, 1967

Melvin Gruwell
Center for Teacher Education
Tulane University of
Louisiana
6823 St. Charles Avenue
New Orleans, Louisiana 70118

Dear Mr. Gruwell:

The Southwest Educational Development Laboratory in cooperation with the Texas Education Agency, Louisiana State Department of Education, and the American Association of Colleges for Teacher Education is currently sponsoring a research study to secure information about programs for disadvantaged youth. The study includes randomly selected elementary public schools in Texas and Louisiana receiving Title I funds and all four years colleges and universities in the two states.

The immediate goals of this study are (1) to provide information regarding the scope, nature, and needs of programs for educating disadvantaged children in elementary schools, including inservice staff development programs and (2) to provide information concerning preservice teacher education programs in the four year colleges and universities. It is expected that unique and promising elements of programs will be identified, resulting in recommendations for program improvement.

All colleges and universities in Texas and Louisiana are being asked to assist in this study. As the officially designated representative to provide liaison with the Southwest Educational Development Laboratory, your assistance is requested in completing an inventory form concerning the program of your institution. You are assured of confidential treatment of data obtained and a complete report of the study.

Enclosed you will find the Inventory of Characteristics of Elementary Teacher Education Programs and guidelines for obtaining the data. If you have any questions, please contact

Melvin Gruwell
Page 2
May 12, 1967

Dr. Joe Frost, Director of the Project for Preparing Teachers
for Disadvantaged Children. His address and phone number are
as follows:

Southwest Educational Development Laboratory
Suite 550, Commodore Perry Hotel
Austin, Texas 78701
AC 512 GR 6-6861

May we urge your willingness to participate in this
worthwhile project.

Sincerely,

Edwin Hindsman
Executive Director

EH/kw/06

Enclosures

Appendix 7

INVENTORY RESPONDENTS

LOUISIANA

<u>Institution & Location</u>	<u>President</u>	<u>Dean of Education</u>	<u>SEDL Liaison</u>	<u>Inventory Respondent</u>
Grambling College, of Louisiana, Grambling, La.	R.W.E. Jones	R.W. Hunter	J.T. Stewart	J.T. Stewart
Louisiana Poly- technic Institute, Ruston, La.	F.J. Taylor	G.P. Freeman	G.P. Freeman	G.P. Freeman
Louisiana State University, Baton Rouge, La.	J.A. Hunter	L.L. Fulmer	L. Pellegrin	W.R. Eglin
Louisiana State University, New Orleans, La.	H.L. Hitt	M.L. Ferguson	M.L. Ferguson	W.M. Rigdon
McNeese State College, Lake Charles, La.	W.N. Cusic	R.B. Landers	W.N. Cusic	R.B. Landers
Francis T. Nicholls State College, Thibodaux, La.	V.F. Galliano	D.G. Joseph	O.E. Lowell, Jr.	O.E. Lowell
Northeast Louisiana State College, Monroe, La.	G.T. Walker	T.E. Holtzclaw	G.F. Powers	B. Shadoin
Southeastern Louisiana College, Hammond, La.	L.H. Dyson	P.B. Allison	P.B. Allison	C.E. Goleman
Southern University & A&M College, Baton Rouge, La.	F.G. Clark	W.W. Clem	E.C. Harrison	W.W. Clem
University of Southwestern Louisiana, Lafayette, La.	C.L. Rougeou	H. Turner	R. Authement	H. Turner
Dillard University New Orleans, La.	A.W. Dent	E.E. Riley, Jr.	V.K. Richards	V.K. Richards

<u>Institution & Location</u>	<u>President</u>	<u>Dean of Education</u>	<u>SEDL Liaison</u>	<u>Inventory Respondent</u>
Louisiana College, Pineville, La.	G.E. Guinn	J.B. Robson	J.B. Robson	J.B. Robson
Our Lady of Holy Cross College, New Orleans, La.	Mother Mary Hilary, MSC	Sister Mary Carmen, MSC	Sister Mary Bernardine	Sister Mary Bernardine
Xavier University of Louisiana, New Orleans, La.	Sister Mary Maris Stella	Sister Mary Loyola	Sister Mary Loyola	Sister Mary Loyola
<u>TEXAS</u>				
Angelo State College, San Angelo	R.M. Cavness	J. Harrington	J. Harrington	J. Harrington
East Texas State University, Commerce	J.G. Gee	W.R. Rucker	W.R. Rucker	W.R. Rucker
Lamar State College of Technology, Beaumont	F.L. McDonald	W.R. Hargrove	W.R. Hargrove	W.R. Hargrove
Midwestern University Wichita Falls	T.A. White	T.B. Hill	E.L. Dickerson	T.B. Hill
North Texas State University, Denton	J.C. Matthews	D. Kingery	D. Kingery	D. Kingery
Pan American College, Edinburg	R. Schilling	L.D. Gilmore	L.D. Gilmore	L.D. Gilmore
Southwest Texas State College, San Marcos	J.H. McCrocklin	J.L. Rogers	J.L. Rogers	J.L. Rogers
Stephen F. Austin State College, Nacogdoches	R.W. Steen	T.D. Franks	R.T. McKibben	R.T. McKibben
Sul Ross State College, Alpine	N.L. McNeil	E. Ramey	E. Ramey	E. Ramey

<u>Institution & Location</u>	<u>President</u>	<u>Dean of Education</u>	<u>SEDL Liaison</u>	<u>Inventory Respondent</u>
Tarleton State University, Stephenville	E.J. Howell	P.A. Cunyers	W.O. Trogdon	M.E. McLeod
Texas A&M University System, College Station	J.E. Rudder	C. Groneman	J. Calhoun	W.H. Graves
Texas Colleges of Arts and Industries, Kingsville	J.C. Jernigan	J.W. Glock	R.D. Rhodes	C. Gilliam
Texas Southern University, Denton	J.A. Pierce	E.W. Rand	E.W. Rand	W.R. Strong
Texas Woman's University, Denton	J.A. Guinn	T.W. Booker	T.W. Booker	T.W. Booker
University of Texas, Austin	H.H. Ransom	W. Holtzman	W. Holtzman	Y.M. Lofthouse
University of Houston, Houston	P.G. Hoffman	R.B. Howsam	R.B. Howsam	L.Y. Hollis
Abilene Christian College, Abilene	D.H. Morris	O. Filbeck	W.H. Adams	O. Filbeck
Austin College, Sherman	J.D. Moseley	L.L. Nussbaum	B.V. Freeman	B.V. Freeman
East Texas Baptist College, Marshall	H.C. Bennett	C.E. Williams	C.E. Williams	C.E. Williams
Hardin-Simmons University, Abilene	J.H. Landes	E.L. Bowden	E.L. Bowden	E.L. Bowden
Incarnate Word College, San Antonio	S. Thomas Greenburg	Sister Mary Theophane	Sister Mary Theophane	Sister Mary Theophane

<u>Institution & Location</u>	<u>President</u>	<u>Dean of Education</u>	<u>SEDL Liaison</u>	<u>Inventory Respondent</u>
McMurry College, Abilene	G.R. Bennett	C.W. Tarter	J.C. Humphrey	C.W. Tarter
Paul Quinn College, Waco	L.H. McCloney	D.L. Brooks	D.L. Brooks	D.L. Brooks
Southern Methodist University, Dallas	W.M. Tate	L.E. Pratt	L.E. Pratt	L.E. Pratt
Texas Christian University, Fort Worth	J.M. Moudy	H.F. LaGrone	H.F. LaGrone	H.F. LaGrone
Trinity University, San Antonio	J.W. Laurie	P.H. Richards	P.H. Richards	P.H. Richards
University of Corpus Christi, Corpus Christi	E.N. Jones	R.G. Smith	L. McGhearty	R.G. Smith
University of Dallas, Dallas	D.A. Cowan	J.C. Broadhurst	J.C. Broadhurst	Sister Mary Margaret
University of St. Thomas, Houston	Father J. Murphy	H.J. Haffey	W.J. Young	H.J. Haffey

LATE RETURNS

Huston-Tillotson College, Austin	J.T. King	M. McCurry	L.L. Campbell	J.T. King
Sacred Heart Dominican, Houston	Sister Mary Antoinette	Sister Mary Matthew	Sister Mary Matthew	Sister Mary Matthew
West Texas State, Canyon	J.P. Cornette	J.B. Roberts	E.D. Smith	Ruth Lowes
Loyola University, New Orleans, La.	Rev. H.R. Jolley, S.J.	Rev. J.B. Tremonti	Rev. H.R. Jolley	Rev. J.B. Tremonti

NO PROGRAMS FOR PREPARING TEACHERS
OF DISADVANTAGED CHILDREN

<u>Institution & Location</u>	<u>President</u>	<u>Dean of Education</u>	<u>SEDL Liaison</u>	<u>Inventory Respondent</u>
Arlington State College, Arlington	R.J. Woolf	A.J. Herndon	A.J. Herndon	--
Bishop College, Dallas	M.K. Curray, Jr.	J.N. Melum	M.K. Curray, Jr.	--
Rice University, Houston	K.S. Pitzer	D.I. Wood	D.I. Wood	--
St. Mary's University, San Antonio	Rev. Louis	J.A. Cardenas	J.A. Cardenas	—
Southwestern University, Georgetown	L.D. Fleming	J.S. Carter	—	--
St. Edwards University, Austin	R.P. Fleck	Brother Stephen Walsh	Brother Stephen Walsh	—

Appendix 8

UNDERGRADUATE PROGRAMS TO PREPARE TEACHERS OF DISADVANTAGED CHILDREN

<u>Institution</u>	<u>Location</u>	<u>Director(s)</u>
Xavier University	New Orleans, Louisiana	Sister Mary Loyola Mr. Julian Parker Mr. Frank Rice
Louisiana State University	New Orleans, Louisiana	Mrs. Ann Fluitt
The University of Texas	Austin, Texas	Dr. Thomas D. Horn Dr. Joe L. Frost

Appendix 9

SPECIFIC COURSES, SEMINARS, INSTITUTES OR FIELD EXPERIENCES REQUIRED FOR ALL ELEMENTARY MAJORS

<u>Institution</u>	<u>Location</u>	<u>Director(s)</u>
The University of Houston	Houston, Texas	Dr. L. Y. Hollis Dr. Evelyn Thompson
Xavier University	New Orleans, Louisiana	Sister Mary Loyola Mr. Julian Parker Mr. Frank Rice
Paul Quinn College	Waco, Texas	Mrs. L. T. Moore
Abilene Christian College	Abilene, Texas	Mrs. Orbie Gilbreth Mrs. Cathrine Kenley

Appendix 10

COURSES, SEMINARS, INSTITUTES OR FIELD EXPERIENCES AVAILABLE FOR ELEMENTARY MAJORS

<u>Institution</u>	<u>Location</u>	<u>Director(s)</u>	<u>Type of Offering</u>
Midwestern University	Wichita Falls, Texas	Dr. Thomas Hill	Course-The Disadvantaged Student
The University of Texas	Austin, Texas	Mrs. Alma Gregory	Course-English as A Second Language
		Dr. Thomas Friedman	Course-The Socially Disadvantaged Child
		Dr. Joe Frost	Course-The Disadvantaged Child
Trinity University	San Antonio, Texas	Dr. Frank Jackson	Courses-Language Skills for the Culturally Disadvantaged
			Education of the Culturally Disadvantaged
Pan American College	Edinburg, Texas	Mr. Thomas Simmons	Courses-The Bilingual Child Teaching Foreign Languages
Dillard University	New Orleans, La.	Mrs. E. Lucile Segre	Course-The Disadvantaged Child

Appendix 11

GENERAL COURSES, SEMINARS OR WORKSHOPS IN WHICH ATTENTION IS DIRECTED TOWARD TEACHING THE DISADVANTAGED CHILD

<u>Institution</u>	<u>Location</u>	<u>Director(s)</u>	<u>Type of Offering</u>
TEXAS			
Midwestern University	Wichita Falls, Texas	Mrs. Oneta Furr	Course- Observation
The University of Texas	Austin, Texas	Dr. William Bennie	Courses- Observation and Student Teaching
		Dr. Yvonne Lofthouse	Courses- Reading and Language Arts
Paul Quinn College	Waco, Texas	Dr. Dan Brooks	Community Projects
Abilene Christian College	Abilene, Texas	Dr. Orval Filbeck Mrs. Orbie Gilbreth	Course- Human Development
Texas Woman's University	Denton, Texas	Dr. Rose Spicola	Course- Kindergarten Methods
Texas A&M University	College Station, Texas	---	Case studies in student teaching
		Dr. W. Graves	Course- Elementary School Curriculum
University of St. Thomas	Houston, Texas	Father Haffey	Courses- three professional courses include field trips to inner city
North Texas State	Denton, Texas	---	Courses- Child Growth and Development

<u>Institution</u>	<u>Location</u>	<u>Director(s)</u>	<u>Type of Offering</u>
Incarnate Word College	San Antonio, Texas	Sister Clare, Sister Theophane, Dr. Thomas Kelly, Sister Mary John	Courses- Introduction to Education, Teaching the Mentally Retarded Reading, Observation and Laboratory experience Introduction to Sociology
Tarleton State	Stephenville, Texas	Dr. Mack McLeod	Course- Elementary School Curriculum
		Mrs. A. B. Yearwood	Course- Child Growth and Development
Dallas University	Dallas, Texas	Sister Marie Anthony Hunter	Course- Curriculum of the Elementary School
Southern Methodist University	Dallas, Texas	---	Courses- Children's Literature, Reading, Language Arts, Measurement and Development of Learning, Social Studies
Southwest Texas	San Marcos, Texas	Dr. Hazel McCanne Mr. Earl Allen	Courses- Child Study, Effect of Culture on Education and Learning
University of Corpus Christi	Corpus Christi, Texas	Dr. R. G. Smith Dr. L. McGhearty Dr. Maroney Dr. Ashburn	Courses- Child Development, Adolescent Psychology

<u>Institution</u>	<u>Location</u>	<u>Director(s)</u>	<u>Type of Offering</u>
LOUISIANA			
Southern University	Baton Rouge, Louisiana	Dr. Lucy Cutliff, Dr. A.E. Blanks Miss D.J. Adams Dr. L.O. Spearman	Courses- Psychology of Exceptional Children Psychology of the Mentally Retarded
Louisiana Polytechnic Institute	Ruston, Louisiana	---	Courses in education, child development and sociology
Northeast Louisiana State College	Thibodaux, Louisiana	Dr. Bernard Shadoin	Courses- Problems in Elementary Education, Teaching Elementary School Social Studies
McNeese College	Lake Charles, Louisiana	---	Courses- Principals of Teaching, Methods, Introduction to Exceptional Child
Dillard University	New Orleans, Louisiana	Mrs. Carolyn Reynolds Mrs. Irene Greene	Course- Seminar in Student Teaching

Appendix 12

RESEARCH PROJECTS RELATED TO THE DISADVANTAGED CHILD

<u>Institution</u>	<u>Location</u>	<u>Director(s)</u>	<u>Project(s)</u>
Dillard University	New Orleans, Louisiana	Dr. Arvind Kumar M. Parikh	Characteristics of Disadvantaged Children
Southern University	Baton Rouge, Louisiana	Dr. Raymond Floyd Miss D. J. Adams Dr. Lucy Cutliff	Preparing Elementary School Counselors and Teachers for Disadvantaged Youth Reading Improvement
Texas Woman's University	Denton, Texas	Dr. C.W. Jansen Dr. V.R. Durrance Dr. Rose Spicola Dr. L.M. Bennett	The Creative Teacher for the Culturally Disadvantaged Early Childhood Disadvantaged Youth Pre-School Science for the Disadvantaged
Texas Southern University	Houston, Texas	Dr. W.R. Strong Dr. Matthew Cooper	Achievement and Failure Self-concept Teachers of Disadvantaged Children
Incarnate Word College	San Antonio, Texas	Sister Theophane	Title I Remedial Reading Program at West Avenue Elementary School Title I as a Means to an Adjustment Reading Program at Poth Elementary School
Sul Ross State	Alphine, Texas	Dr. E. Ramey Dr. J.T. Wright	Work-study Programs for Various Grade Levels
Abilene Christian College	Abilene, Texas	Dr. Ray Whiteside Mrs. Catherine Kenley	Research in relation to reading clinic
The University of Texas	Austin, Texas	Dr. William Wolfe	Special Education Instructional Materials Center

<u>Institution</u>	<u>Location</u>	<u>Director(s)</u>	<u>Project(s)</u>
		Dr. John Peck	Re-entry of Culturally Deprived Children from Special Education Classes to Regular Classes
		Dr. Yvonne Lofthouse	Evaluation of Head Start Programs Tutoring as a Component of Teacher Education
		Dr. Walter Stoltz	The Effect of Dialect on School-Socialization of Lower-Class Children
		Dr. Clyde Martin	Inservice Program for First-Grade Teachers Teaching Social Studies and Science
		Dr. Joe Frost	Welfare-recipient Children in Arkansas
		Dr. Joseph Michel	Curriculum Development in Creedmoor School (Bilingual)
		Dr. Anne Stemmler	An Experimental Approach to the Teaching of Oral Language and Reading
		Dr. John Pierce-Jones	Outcomes of Individual and Programmatic Variations Among Project Head Start Centers
		Drs. Pierce-Jones B. Caldwell and Emma Lou Linn	The Observer's Rating Form
		Dr. Ira Iscoe	Analysis of Factors Involved in Successful Achievement by Disadvantaged Children

InstitutionLocationDirector(s)Project(s)

Note: The following materials can be obtained by writing to Dr. Richard Arnold, Language Research Project, 202 V Hall, The University of Texas, Austin 78712.

The University
of Texas

Austin, Texas

Dr. Thomas Horn

Film: Language
Unlimited. 16mm
black and white

A Study of the
Effects of Intensive
Oral-Aural Spanish
Language Instruction,
Oral-Aural English
Language Instruction,
and Non-Oral-Aural
Instruction on
Reading Readiness
in Grade One.

Dr. Ruth Jameson

The Development of
a Phonemic Analysis
for an Oral English
Proficiency Test
for Spanish-
Speaking School
Beginners

Dr. Robert MacMillan

A Study of the Effect
Of Socio-Economic
Factors on the
School Achievement
of Spanish-Speaking
School Beginners

Dr. Neil McDowell

A Study of the
Academic Capabilities
and Achievements of
Three Ethnic Groups:
Anglo, Negro, and
Spanish Surname, in
San Antonio, Texas

Dr. Elizabeth Ott

A Study of Levels
of Fluency and
Proficiency in
Oral English of
Spanish-Speaking
School Beginners

Appendix 13

TEACHING MATERIALS DEVELOPED BY FACULTY FOR USE WITH DISADVANTAGED CHILDREN

<u>Institution</u>	<u>Location</u>	<u>Director(s)</u>	<u>Project(s)</u>
Texas A&M University	College Station, Texas	Dr. W.H. Graves	Manual for Teachers of Disadvantaged Children
University of Houston	Houston, Texas	Dr. Evelyn Thompson Dr. Addie E. Austin	Head Start materials
The University of Texas	Austin, Texas	Dr. Thomas Horn	Language Development Materials for Spanish Speaking Children
		Dr. Glenadine Gibb	Mathematics Materials
		Dr. Clyde Martin	Kindergarten and Grade I Materials for Spanish-Speaking Children
		Dr. Anne Stemmler	Reading and Language Arts Materials for Spanish-Speaking Children
Texas Woman's University	Denton, Texas	Dr. Lloyd Bennett Dr. Rose Spicola Mrs. Mona Harding	Science and Language Arts
			Multi-sensory Language Materials for Primary Grades
East Texas	Commerce, Texas	Dr. B. J. Steelman	Value-oriented materials for The National Teachers Corps Demonstration Project (T.E.P.S. Year of the Non-Conference)
Lamar State College of Technology	Beaumont, Texas	Dr. Elizabeth Ott Dr. W. Hargrove Dr. Thomas Salter	Language Materials for Preschool Children
Sul Ross State College	Alpine, Texas	Dr. E. Ramey Dr. J. T. Wright	Adaptation of Classroom Materials Grades K-12
Texas College of Arts and Industries	Kingsville, Texas	---	Materials developed in <u>Creative Activities</u> course
Loyola University	New Orleans, Louisiana	Dr. DiMaggia	Science Grades 1-3

Appendix 14

FOLLOW-UP STUDIES OF GRADUATES TO DETERMINE THE TYPE OF POSITION OBTAINED

Louisiana

<u>Institution</u>	<u>Location</u>	<u>Director(s)</u>
Xavier University	New Orleans	Placement Office
Louisiana Polytechnic Institute	Ruston	Dr. Eleanora Cawthon
Louisiana College	Pineville	Dr. John B. Robson
Our Lady of Holy Cross	New Orleans	Sister Mary Bernardine
Grambling College	Grambling	Dr. Charles A. Berry
University of Southwestern Louisiana	Lafayette	Dr. Howard Turner
Southeastern Louisiana College	Hammond	Dr. W. W. Gregory
McNeese State College	Lake Charles	Dr. Kathleen Pittman (doctoral study)
Dillard University	New Orleans	Dr. Violet Richards
Louisiana State University in New Orleans	New Orleans	Mrs. Ann Fluitt Dr. John Roberts
Southern University	Baton Rouge	Mr. James F. McKay
Loyola University	New Orleans	Rev. Joseph P. Tremonti

Texas

Tarleton State University	Stephenville	Mrs. A. B. Yearwood
Midwestern University	Wichita Falls	Dr. Thomas Hill Mrs. Coralee Hester
The University of Houston	Houston	Placement Office
Texas Woman's University	Denton	Mrs. Betty Jackson
Austin College	Sherman	Dr. Bill Freeman
East Texas State	Commerce	Dr. Harold Murphy
Lamar State College of Technology	Beaumont	Dr. Harold Adams

<u>Institution</u>	<u>Location</u>	<u>Director(s)</u>
Stephen F. Austin State College	Nacogdoches	Dr. Robert T. McKibben
University of St. Thomas	Houston	Father Haffey
Paul Quinn College	Waco	Dr. L. C. Wood
Texas Southern University	Houston	Dr. Calvin Stanley
North Texas State University	Denton	Dr. John Curry Dr. Don Casey
Incarnate Word College	San Antonio	Sister Theophane
University of Corpus Christi	Corpus Christi	Dr. Nora Jenkins Dr. R. Smith
Southern Methodist University	Dallas	Office Staff
McMurry College	Abilene	Dr. C. W. Tarter
Southwest Texas State College	San Marcos	Dr. C. E. Barnett
Sul Ross State College	Alpine	---
Trinity University	San Antonio	Dr. F. Ullrich
Abilene Christian	Abilene	Dr. Clint Howeth
Huston-Tillotson College	Austin	Dr. Marion McCurry
Sacred Heart Dominican College	Houston	Mrs. Mary Walker Sister Mary Matthew

Appendix 15

FOLLOW-UP STUDIES TO EVALUATE STRENGTHS AND WEAKNESSES OF THE TEACHER PREPARATION PROGRAM

Texas

<u>Institution</u>	<u>Location</u>	<u>Director(s)</u>
Midwestern University	Wichita Falls	Dr. Thomas Hill
Texas A&M University	College Station	---
The University of Texas	Austin	Dr. Francis Fuller Dr. William Bennie
Texas Woman's University	Denton	Mrs. Betty M. Jackson
Austin College	Sherman	Dr. Bill Freeman
Lamar State College of Technology	Beaumont	Dr. Howard Adams
Stephen F. Austin State College	Nacogdoches	Dr. Robert McKibben
Pan American College	Edinburg	---
University of St. Thomas	Houston	Father Haffey
Paul Quinn College	Waco	Dr. L. C. Wood
Texas Southern University	Houston	Dr. Calvin Stanley
North Texas State University	Denton	Dr. John Curry Dr. Don Casey
Incarnate Word College	San Antonio	Mrs. Winifred Murnin
Tarleton State College	Stephenville	Mrs. A. B. Yearwood
University of Dallas	Dallas	Dr. Broadhurst
McMurry College	Abilene	Dr. C. W. Tater
Southwest Texas State College	San Marcos	Dr. C. E. Burnett Dr. Pat Norwood
Sul Ross State College	Alpine	Dr. E. Ramsey Dr. J. T. Wright
Abilene Christian College	Abilene	Mr. A. Z. Hays (Masters' thesis)

<u>Institution</u>	<u>Location</u>	<u>Director(s)</u>
West Texas State	Canyon	Dr. W. W. Stoker
Sacred Heart Dominican College	Houston	Sister Mary Matthew Mrs. Mary Walker
<u>Louisiana</u>		
Louisiana College	Pineville	Dr. John Robson
Grambling College	Grambling	Mrs. Anita Auzenne
University of Southwestern Louisiana	Lafayette	Mr. Rene Calais (Masters' thesis)
Southeastern Louisiana College	Hammond	Dr. N. W. Gregory
Dillard University	New Orleans	Mrs. Irene Greene Mrs. Carolyn Reynolds
Louisiana State University at New Orleans	New Orleans	Mrs. Ann Fluitt
Loyola University	New Orleans	Rev. Joseph B. Tremonti

Appendix 16

SUMMER INSERVICE WORKSHOPS, INSTITUTES

1967 Summer Title I Institutes for School Personnel Working with Educationally Deprived Children

From Texas Education Agency

<u>Name of Institute</u>	<u>Personnel for which Designed</u>	<u>Institute Director</u>
East Texas State University	Teachers of Educationally Deprived	Dr. V. C. Arnsperger
Prairie View A&M College	Teachers	Dr. John B. Murphy
Sam Houston State College	Teachers	Dr. Ray King
Stephen F. Austin State College	Administrators Teacher Aides Non-teacher service personnel Teachers	Dr. Bennett Cooksey
Sul Ross State College	Teachers	Dr. J. T. Wright
Texas College of Arts and Industries	Teachers Aides to teachers of education department	Dr. W. Floyd Elliott
Texas A&M University	Title I Administrators	Dr. Paul R. Hensarling
	Teachers	Dr. Walter A. Varvel
Texas Christian University	Teachers of grades K-3	Dr. John R. Hoyle
Texas Southern University	Teachers	Dr. W. R. Strong
University of Houston	Teachers	Dr. Wilson H. Lane
The University of Texas at El Paso	Teachers	Dr. Gerald Barber
West Texas State University	Teachers	Dr. Kenneth Laycock

Other Institutes Concerned with Disadvantaged Children

<u>Institution</u>	<u>Location</u>	<u>Director(s)</u>
Midwestern University	Wichita Falls, Texas	Dr. Thomas Hill

<u>Institution</u>	<u>Location</u>	<u>Director(s)</u>
Texas Technological College	Lubbock, Texas	---
Southwest Texas State College	San Marcos, Texas	Mr. Earl Allen Mr. Clarence Schultz
The University of Texas	Austin, Texas	Dr. Carl Personke
Austin College	Sherman, Texas	Dr. Virginia Love
<u>NDEA Teachers of Reading</u>		
Texas A&M University	College Station, Texas	Dr. William Graves, Jr.
Abilene Christian College	Abilene, Texas	Mrs. Catherine Kenley
Our Lake of the Lake College	San Antonio, Texas	Sister Clara Ann Langley
Lamar State College of Technology	Beaumont, Texas	Dr. Claude W. Cheek
Xavier University	New Orleans, Louisiana	Sister Clare Mary
Loyola University	New Orleans, Louisiana	---
<u>Head Start Programs</u>		
The University of Houston	Houston, Texas	---
Texas Southern University	Houston, Texas	---
Texas Woman's University	Denton, Texas	---
Texas Technological College	Lubbock, Texas	---
The University of Houston	Houston, Texas	Dr. William Barron
Louisiana State University	Baton Rouge, Louisiana	Dr. Ollie Fuglaar
<u>NDEA Desegregation Institutes</u>		
Tulane University	New Orleans, Louisiana	Dr. Glen Hontz

<u>Institution</u>	<u>Location</u>	<u>Director(s)</u>
Loyola University	New Orleans, Louisiana	---
Dillard University	New Orleans, Louisiana	---
Xavier University	New Orleans, Louisiana	---
St. Mary's Dominican College	New Orleans, Louisiana	---
Louisiana State University	New Orleans, Louisiana	Dr. Fred Vogel

National Teacher Corps Programs

East Texas State University	Commerce, Texas	Dr. Ray Rucker
The University of Houston	Houston, Texas	Dr. V. J. Kennedy
Texas College of Arts and Industries	Kingsville, Texas	---
Prairie View A&M College	Prairie View, Texas	---
Xavier University	New Orleans, Louisiana	Sister M. Loyola

NDEA Institutes for Teachers of Migrant Children

Pan American College	Edinburg, Texas	Dr. Thomas Simmons
Texas College of Arts and Industries	Kingsville Texas	Dr. Floyd Elliott

NDEA Institute for Administrators of Title I Programs

The University of Texas	Austin, Texas	Dr. Henry Otto
-------------------------	------------------	----------------

NDEA Institute for Teachers of Spanish

<u>Institution</u>	<u>Location</u>	<u>Director(s)</u>
Our Lady of the Lake College	San Antonio, Texas	Sister James Elizabeth Gonzales

Office of Economic Opportunity
Human Relations Institute and Institute for Culturally Deprived

Lamar State College of Technology	Beaumont, Texas	Dr. Thomas Salter Dr. Claude Cheek Dr. W. R. Hargrove Dr. Conrad Mang
--------------------------------------	--------------------	--

Office of Economic Opportunity
Day-Care Personnel Training

Huston-Tillotson College	Austin, Texas	Mrs. Olive D. Brown Dr. Carmen E. Lowry Mrs. Margaret McCracken
-----------------------------	------------------	---

Appendix 17

STAFF DEVELOPMENT OF TEACHING TECHNIQUES, CURRICULA AND MATERIALS FOR DISADVANTAGED CHILDREN

<u>Institution</u>	<u>Location</u>	<u>Director</u>	<u>Details</u>
Tarleton State University	Stephenville, Texas	Dr. Mack E. McLeod	Reading Improvement
University of Houston	Houston, Texas	Dr. Wilson Lane Dr. L. V. Hollis	Title I Programs
The University of Texas	Austin, Texas	Dr. Clyde Martin	Primary Social Studies and Science
		Dr. Thomas Horn	Language Development of Spanish-Speaking Children
		Dr. Carl Personke	Language Arts
		Dr. Anne Stemmler	Language Arts and Reading
		Dr. Yvonne Lofthouse	Reading
East Texas State College	Commerce, Texas	Dr. Ray Rucker	National Teacher Corps
Stephen F. Austin State College	Nacogdoches, Texas	Dr. Bennett Cooksey	Inservice Programs
Texas Christian University	Fort Worth, Texas	Dr. Keith Turkett	Various Projects
		Dr. Margaret Rouse Dr. Clotilda Winter Miss Millicent Keebe Mrs. Eva Wall Singleton	
Southwest Texas State College	San Marcos, Texas	Miss Curie Shepherd Mr. Earl Allen	---
Sul Ross State College	Alpine, Texas	---	Curriculum Guides
Abilene Christian College	Abilene, Texas	Mrs. Orbie Gilbreth	Curriculum Guides
Texas College of Arts & Industries	Kingsville, Texas	Dr. Floyd Elliott	Various Projects

Louisiana

<u>Institution</u>	<u>Location</u>	<u>Director</u>	<u>Details</u>
Xavier University	New Orleans, Louisiana	Sister M. Loyola	National Teacher Corps
Dillard University	New Orleans, Louisiana	Mr. Vernon Winslow Mrs. Violet Bowers Miss Roslyn Popkin	Education Improvement Project

Appendix 18

UPWARD-BOUND PROGRAMS 1967-68

Louisiana

<u>Institution</u>	<u>Location</u>	<u>Director(s)</u>
Dillard University	New Orleans, Louisiana	Miss Adrienne Tervalon
Grambling College	Grambling, Louisiana	Dr. Ruth D. Bradford
Loyola University	New Orleans, Louisiana	Dr. Paddy Ann Doll
Southern University & A&M University	Baton Rouge, Louisiana	Dr. Edward E. Johnson
Xavier University	New Orleans, Louisiana	Mrs. Virginia C. Welch

Texas

Huston-Tillotson College	Austin, Texas	Dr. Exalton A. Delco
Prairie View A&M College	Prairie View, Texas	Dr. Carl C. Weems
Southern Methodist University	Dallas, Texas	Dr. C. Hoskins
Southwest Texas State College	San Marcos, Texas	Dr. William E. Brown
Texas College of Arts and Industries	Kingsville Texas	Dr. Billy F. Cowart
University of Texas at El Paso	El Paso, Texas	Dr. Ralph Segalman
Texas Southern College	Houston, Texas	Dr. William Lawson
The University of Texas at El Paso	El Paso,	---
Texas Technological College	Lubbock, Texas	---
West Texas State University	Canyon, Texas	---

Appendix 19

RECRUITMENT, ROLE DEFINITION AND PREPARATION OF PARAPROFESSIONALS

<u>Institution</u>	<u>Location</u>	<u>Director(s)</u>	<u>Details</u>
Louisiana Polytechnic Institute	Ruston, Louisiana	Dr. G. P. Greeman.	College will screen paraprofessionals for school system
Our Lady of Holy Cross	New Orleans, Louisiana	Sister Mary Bernardine	Faculty advisement to schools
Louisiana State University at New Orleans	New Orleans, Louisiana	Mrs. Ann Fluitt	Elementary student teachers serve as aides
East Texas State University	Commerce, Texas	Dr. B. J. Steelman	National Teacher Corps Aides
The University of Texas	Austin, Texas	Dr. William Barron	Head Start aides
		Dr. John Pierce-Jones	Studies on the effect of teacher aides on preschool children
Stephen F. Austin State College	Nacogdoches, Texas	Dr. Bennett Cooksey	Institute for aides
Pan American College	Edinburg, Texas	Mr. Thomas Simmons	Institute for paraprofessionals
Texas Southern University	Houston, Texas	Dr. W. R. Strong	Workshop for administrators utilizing aides
Texas College of Arts & Industries	Kingsville, Texas	Dr. Elliott	Workshop for aides

Appendix 20

SEMINARS AND WORKSHOPS FOR INSERVICE TEACHERS (Also see listing of institutes, Appendix 12)

<u>Institution</u>	<u>Location</u>	<u>Director(s)</u>	<u>Details</u>
University of Houston	Houston, Texas	Various faculty members	Courses
The University of Texas	Austin, Texas	Dr. Joe Frost	Course- The Disadvantaged Child
Texas Woman's University	Denton Texas	---	---
Lamar State College of Technology	Beaumont, Texas	Dr. Thomas Salter	---
Texas Christian University	Fort Worth, Texas	Dr. Margaret Rouse Dr. Clotilda Wanter	Seminars and workshops
Sul Ross State College	Alpine, Texas	Dr. Ramey Dr. Wright	Seminars
Abilene Christian College	Abilene, Texas	Mrs. Katherine Kenley	---
Texas College of Arts and Industries	Kingsville, Texas	Dr. Floyd Elliott Dr. D. J. Stinebraugh	---
Xavier University	New Orleans, Louisiana	---	---

Appendix 21

MASTERS' THESES AND DOCTORAL DISSERTATIONS RELATED TO THE PREPARATION OF TEACHERS OF DISADVANTAGED CHILDREN

Masters' Theses

Texas Christian University, Fort Worth, Texas

Dr. Margaret Rouse -

An Evaluation of The First Grade Program for Disadvantaged Children:
The Granbury Title I Project

The University of Texas, Austin, Texas

Sue Christiansen -

An Informal Study of Twenty Head Start Programs, 1966.

Bennie Dade -

An Analysis of the Relationship of Sex and Socio-Economic Status to
the Performance of Negro Students, 1965.

Gail Jackson -

Implications for Teachers from a Study of the Culture of Mexican
Americans, 1965.

Rebecca Johnson -

Teachers of the Culturally Disadvantaged, 1966.

Benton Jones -

A Study of Acculturation and Social Aspirations of 60 Junior High
School Students from the Mexican Ethnic Group, 1962.

Ruth Schulz -

A Study of 621 Children at Govalle School, 1962.

Susan Shockley -

Political and Organizational Problems in Community Action Programs, 1966.

The University of Texas, Austin, Texas

Theses Underway

Dr. Yvonne M. Lofthouse (adviser) -

An Examination of Techniques and Instruments Utilized in the
Evaluation of selected Head Start Programs

Dr. Robert Boger -

Subcultural Group Membership and Attitudes of Head Start Teachers, 1966.

Dr. Dorothy Brandt -

The Development, Execution, and Evaluation for an Inservice Program for First-Grade Teachers Teaching a Special Social Studies and Science Curriculum, 1967.

Dr. Albert Castaneda -

A Study of the Differential Effectiveness of Three Mathematics Programs Taught to First-Grade Children for Whom English is a Second Language, 1967.

Dr. Margaret Davidson -

A Comparative Pilot Study of Two First-Grade Programs for Culturally Deprived Mexican American Children, 1967.

The University of Texas, Austin, Texas

Doctoral Dissertations Underway

Dr. Claude Marks (adviser) -

Social and Cultural Factors Affecting the Emotional Adjustment of Primary School Children in a Predominantly Mexican American School District

Appendix 22

INSTITUTIONS WITH EARLY CHILDHOOD EDUCATION PROGRAMS

<u>Institution</u>	<u>Location</u>	<u>Director</u>	<u>Details</u>
Texas Woman's University	Denton, Texas	Dr. Dora Tyer Mrs. Mona Harding Dr. Rose Spicola	Nursery School and Kindergarten
Texas Southern University	Houston, Texas	Dr. Lucille Perry Dr. Burnadine Lewis	Emphasis on child development and pedagogy
Texas Christian University	Fort Worth, Texas	Mrs. Myra Hiffins	Early Childhood Development and advanced child development courses
Xavier University	New Orleans, Louisiana	Sister Maria Petra	Montessori Concentration Available
Louisiana Polytechnic Institute	Ruston, Louisiana	Mrs. Myrtes Orr	Elementary Education or Home Economics plus work with 3 to 5 years old
Grambling College	Grambling, Louisiana	Dr. Gerandine Hastings Dr. Helen Richards	Certificate granted for nursery school through grade 3
University of Southwestern Louisiana	Lafayette, Louisiana	Dr. Howard Turner	Courses may be elected
Southeastern Louisiana	Hammond, Louisiana	Dr. Clarence Coleman	Program begins September 1967
Dillard University	New Orleans,, Louisiana	Mrs. Irene Greene Miss Rosyln Popkin	---
Southern University	Baton Rouge, Louisiana	Mrs. I. M. Herson Mr. T. J. Wilcox	Program begins Fall of 1967 for teachers of nursery school through grade 3
Huston-Tillotson	Austin, Texas	Mrs. Margaret McCracken Dr. Carmen E. Lawry	Opportunity to work with disadvantaged
Nicholls State College	Thibodaux, Louisiana	---	New Program
McNeese State College	Thibodaux, Louisiana	---	Courses in addition to requirements for Elementary Education offered in Home Economics Dept.
University of Texas	Austin, Texas	Dr. Sally Beth Moore Dr. Phyllis Richards	Non-certificate program offered by Home Economics Dept.

Appendix 23

INSTITUTIONS PLANNING AN EARLY CHILDHOOD EDUCATION PROGRAM

Northeast Louisiana State	Monroe, Louisiana
Texas College of Arts and Industries	Kingsville, Texas
North Texas State University	Denton, Texas
Texas Southern University	Houston, Texas
Stephen F. Austin State College	Nacogdoches, Texas
Lamar Tech	Beaumont, Texas
University of Houston	Houston, Texas
Texas A&M University	College Station, Texas
Midwestern University	Wichita Falls, Texas
Tarleton State College	Stephenville, Texas
University of Corpus Christi	Corpus Christi, Texas
Trinity University	San Antonio, Texas

Appendix 24

SUGGESTIONS FOR FUTURE PROGRAMS FOR TEACHER PREPARATION

1. Increase contact with disadvantaged children through laboratory and/or field experiences 9
2. Add courses relating to the needs (psychology and sociology) of the disadvantaged child to the traditional teacher education curriculum .. 5
3. Develop a specialized certification program for teachers of the disadvantaged child 5
4. Develop an interfisciplinary approach to the problems of educating the disadvantaged child 3
5. Expand innovative practices that have proven successful in current programs 2
6. Emphasize special education courses in the traditional teacher education courses 2
7. Add a compulsory course for all teacher candidates on the psychology of the disadvantaged child 1
8. Expand teacher education program to five years to provide more complete training 1
9. Use education majors as teacher aides in schools for the disadvantaged 1
10. Expand early childhood education programs 1
11. Increase attention to problems of bilingualism 1

Appendix 25

INSTITUTIONS RESPONDING TO THE TEACHER EDUCATION SURVEY

Wayland Baptist College	Wiley College
Texas Southern University	Stephen F. Austin State
Sul Ross State College	Texas Women's University
Tulane University	Texas Christian University
Dillard University	St. Mary's University
Louisiana College	West Texas State University
Louisiana State University in N.O.	McMurry College
Loyola University	Mary Hardin Baylor College
Nicholls State College	Trinity University
Louisiana College	Texas Wesleyan College
McNeese State College	Midwestern University
Northwestern State College	
Louisiana Polytechnic Institute	
Louisiana State University	
Grambling College	
Southern University	
Northeast Louisiana State College	
St. Mary's Dominican College	
Southeastern Louisiana College	
University of Southwestern Louisiana	
Centenary College of Louisiana	
Xavier University	
University of Texas at El Paso	
University of Houston	
Lamar State College of Technology	
East Texas State University	
Texas College of Arts and Industries	
Sam Houston State College	
Southwest Texas State College	
Huston-Tillotson College	
Texas College	
Austin College	
Pan American College	
Texas Lutheran College	
Incarnate Word College	
Hardin-Simmons University	
The University of Texas	
North Texas State University	
Texas A&M University	
Tarleton State College	
Our Lady of the Lake	
St. Edward's University	
Abilene Christian College	
Jarvis Christian College	
Southwestern University	
Sacred Heart Dominican College	
Baylor University	
Texas Tech	
Bishop College	